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ABSTRACT

Many National Diffusion Network facilitators have expressed the desire for an expanded source book on Developer/Demonstrator projects that they can use in conjunction with "Educational Programs That Work" and the "Materials Inventory" in planning awareness and training activities and negotiating adoptions. This directory is a first step toward satisfying those requests. There are three kinds of entries for each project: a Project Information Sheet, a Trainers Listing, and an Adoption, Demonstration, and Turnkey Sites Listing. Every project that submitted information has a Project Information Sheet. The Trainers Listing outlines a project's criteria for selecting trainers and identifies all active trainers by name, location, date of selection, qualifications and/or experience, and preferences for training group characteristics or locale. The Sites Listing indicates the various site locations by state. The table of contents carries a page number for every project that has submitted information, "NA" if the specified listing does not apply (that is, if the project has no certified trainers and/or no adoption, demonstration, or turnkey sites), and "information not submitted" if there is no project entry. (Author/MLF)

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DEVELOPER/DEMONSTRATOR DIRECTORY

· Second Edition • Summer 1980

Prepared for
NATIONAL DIFFUSION NETWORK
DIVISION OF EDUCATIONAL REPLICATION
DEPARTMENT OF EDUCATION
by
ED MATERIALS/SUPPORT CENTER

FAR WEST LABORATORY
FOR EDUCATIONAL RESEARCH AND DEVELOPMENT
1855 FOLSOM STREET · SAN FRANCISCO, CALIFORNIA 94103

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FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT

INTRODUCTION

Many NDN Facilitators have expressed the desire for an expanded sourcebook on Developer/Demonstrator projects that they can use in conjunction with Educational Programs That Work and the Materials Inventory to better serve D/Ds in planning awareness and training activities and negotiating adoptions. And, many Developer/Demonstrators have suggested that a resource with detailed information on their colleagues would be helpful in their own planning and operations.

This new Developer/Demonstrator Directory is a first step toward satisfying those requests and, as such, should be considered an experimental edition. It differs considerably in format and content from the one issued in 1978. The new format was pilot tested in January 1980, then requests for information distributed to all of the Developer/Demonstrators funded in May. The great majority responded, and as more projects are funded and additional information is received, looseleaf insert sheets will be prepared and distributed.

There are three kinds of entries for each project: a Project Information Sheet, a Trainers Listing, and an Adoption, Demonstration, and Turnkey Sites Listing. Every project that submitted information has a Project Information Sheet, which should be self-explanatory. The Trainers Listing outlines a project's criteria for selecting trainers and identifies all active trainers by name, location, date of selection, qualifications and/or experience, and preferences for training group characteristics or locale. (Facilitators are requested to contact Developer/Demonstrators before approaching any trainers, unless indicated otherwise.) The Sites Listing indicates the various site locations by state.

The table of contents carries a page number for every project that has submitted information, "NA" if the specified listing does not apply (that is, if the project has no certified trainers and/or no adoption, demonstration, or turnkey sites), and "information not submitted" if there is no project entry.

Subsequent editions of this directory will reflect the criticisms and suggestions of those who use it. All comments should be forwarded to the ED Materials/Support Center, Far West Laboratory for Educational Research and Development, 1855 Folsom Street, San Francisco, California 94103.

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	PROJECT INFORMATION SHEET	TRAINERS LISTING	SITES LISTING
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PROJECT INFORMATION SHEET

Project

ACTIVE: All Children Totally InVolved Exercising

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Thomas M. Vodola	Director: supervises and coordinates all aspects of project	100%
Jean Harmer	Secretary: schedules and expedites all awareness and training sessions, maintains budget	100%
Margaret Campbell	Clerk typist: types newsletters and correspondence, handles all sales	100%
Gail Sathmary	Clerk typist: handles all interactions with adopters and satellite sites, analyzes pre/post data	100%

Basic Features Adopter Needs To Put Into Operation

- Individual folders for each student.
- Pretest results obtained with ACTIVE instruments and other assessment tools.
- Individual prescriptions for each student.
- Classroom setting conducive to individualized instruction.
- Children involved in prescriptive activities for half of each period.
- Children involved in guided elective experiences for half of each period.
- Teacher use of positive reinforcement.
- Establishment of local norms.
- Administration of pre- or posttest.
- Training of a Turnkey teacher.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR (X) LONGER (SPECIFY) 3-4 hours

One-hour Presentation:
- Audience: Anyone interested in the diagnostic/prescriptive process.
- Format: lecture focusing on ACTIVE descriptors, Legislation mandating services to the handicapped, ACTIVE's compliance with legislative mandate; Services to adopters, and adopter requirements.
- Distribution of awareness materials.
- Discussion and answer period.

Three- to four-hour (preferred) presentation; same as one-hour presentation, with the addition of two to two and one-half hours for:
- Explanation and demonstration of the diagnostic/prescriptive tools.
- Audience participation in practicum experiences with students.
- Explanation and demonstration of prescription activities based on student assignment.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

One-day (eight-hours) clinic:
- Audience same as above.
- Topic: Any one of five program components.
- Space needs: classroom, plus all-purpose room.
- Presentation: lecture, demonstration, and practicum experiences.
- Supply and equipment needs: a few signs and basic physical education items.

Three-day (24-hour) minicourse: Same as one-day clinic except that two program components (motor ability and physical fitness) addressed are.

Five-day (40-hour) maxi-course: Same as clinic except that all five program components (motor ability and physical fitness, posture, nutrition, and breathing problems) are addressed.

Offering three courses enables district to select the components that meet local needs.

EVALUATION:

Adopter must use tests provided by D/D; may use additional instruments of choice. D/D provides valid, reliable, and normed project-developed tests of motor ability and physical fitness. Adopter administers tests pre and post and collects data on student gains. D/D does all data analyses. Evaluation methodology: percentage and t-test for single group. Success criteria: composite gains of 20% or t-test significance at the .05 level.

FOLLOW-UP:

Services: one-day refresher course for trainees; four hours of monitoring; assistance with establishment of local norms, individual time prescriptions, and data analyses. Length of services: unlimited as long as pre/post data and end-of-year report are submitted annually. At adopter site, refresher course costs $100 plus travel, room, and board; at D/D site: no cost. No cost for monitoring or other technical assistance services.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☐	☒	☐
CURRICULUM	☒	☒	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: One-hour presentation: LEA provides filmstrip projector, tape player, tables for display materials. Four-hour presentation: LEA provides all of the above plus a large area for practicum session and a few basic physical education items.

TRAINING: LEA provides everything required for four-hour awareness presentation. D/D supplies necessary testing items and supplementary instructional aids.

Adoption Agreement

	YES	NO
SUPPLIED BY D/D	☒	☐
WILLING TO USE SF'S	☐	☒

PARTIES SIGNING

ADOPTER	D/D	SF	FUNDING AGENCY
☒	☒	☐	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER		ADMINISTRATOR	OTHER (SPECIFY)
• Attend awareness presentation.	X		X	
• Submit PC agreement, demographic data, and ACTIVE adoption schedule before training.	X	or	X	
• Purchase course manuals before training. Complete training program.	X			
• Administer pretest. Establish local norms.	X			
• Form and activate an advisory council.	X	or	X	
• Prepare individual student folders. Assess & prescribe on indiv. basis.	X			
• Posttest and submit pre/post data to D/D. Send end-of-year report to D/D.	X			
• Attend refresher course.	X			
• Schedule monitoring visitations. Revise program as monitor recommends.	X		X	

Adoption Expenses

START-UP COST OR RANGE: $ .79 PER NUMBER OF PERSONS (SPECIFY): per pupil

MAINTENANCE COST OR RANGE: $ .79 or less PER NUMBER OF PERSONS (SPECIFY): per pupil

Awareness cost: travel, room and board, and $75 honorarium for trainer.
One-day clinic: travel, room and board, and $100 per day for each trainer. (Trainer-trainee ratio, 1-12.) $14 per trainee for manuals.
Three-day mini-course: travel, room and board, and $300 for each trainer. (Trainer-trainee ratio, 1-12.) $33 per trainee for manuals.
Five-day maxi-course: travel, room and board, and $500 for each trainer. (Trainer-trainee ratio, 1-12.) $64.50 per trainee for manuals.

Contact

Thomas M. Vodola, Director; Project ACTIVE; Township of Ocean School District; Administration Building; 163 Monmouth Rd.; Oakhurst, NJ 07755. (201) 531-6600, ext. 365.

TRAINER'S LISTING

Project: ACTIVE: All Children Totally InVolved Exercising

Selection Process: To become an ACTIVE-certified trainer an individual must be trained by a certified trainer; attain all course competencies and complete and submit all course requirements; "officially" implement one or more program components in the individual's school district, college, university, or agency ("officially" means that an agreement is submitted and ACTIVE classes are scheduled; universities and colleges may substitute an undergraduate or graduate course but must also have either a program involving children on campus or be affiliated with a Demonstration Center); and implement ACTIVE "critical elements." Certification is awarded on a year-to-year basis to ensure that trainers maintain optimum performance. Recertification requires annual submission of pre/post pupil data by an LEA and of pre/post student competency data by a college or university, annual submission of an end-of-year report summing up the year's efforts and outlining plans for the following year, submission of quarterly reports, performance of other assignments on behalf of the D/D and SF, and evaluation of cadre team performance by the Project Director.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
	All trainers will train urban/suburban/rural, small/large groups, teachers/administrators, elementary/secondary/postsecondary.											
Michael O'Quinn[2] Arkadelphia, AR	19[illegible]7; Professor, Henderson State University	X	X	X	X	SF/LEA				X		*
Margie Wood[1] Hope, AR	1977; Professor, School of Hope	X	X	X	X	SF/LEA				X		*
Jerry Scheurn[1] Camarillo, CA	1978; Teacher, Camarillo State Hospital	X	X	X	X	SF/LEA				X		*
Robert Rider[2] Tallahassee, FL	1980; Professor, Florida State University	X	X	X	X	SF/LEA				X		*
Helen Cox[1] Wichita, KS	1980; Teacher, Dodge Elementary School	X	X	X	X	SF/LEA				X		*
Marjorie Stone[1] Emporia, KS	1977; Professor, Emporia State University	X	X	X	X	SF/LEA				X		*
Harry Fogle[2] Hagerstown, MD	1980; Teacher, Marshall State Education Center	X	X	X	X	SF/LEA				X		*
Charles Benda[2] Slayton, MN	1975; Teacher, West Elementary School	X	X	X	X	SF/LEA				X		*
L. Albertson[1] Omaha, NE	1977; Professor, University of Nebraska-Omaha	X	X	X	X	SF/LEA				X		*
S. Abitanta[3] Somerville, NJ	1973; School Program Coordinator, New Jersey Department of Education	X				SF/LEA/DD				X		*
David Bilowit[3] Union, NJ	1973; Professor, Kean College of New Jersey	X				SF/LEA/DD				X		*
G. "Buzz" Buzzelli[2] West Long Branch, NJ	1973; Professor, Monmouth College	X	X	X	X	SF/LEA				X		*
Thomas Cicalese[2] Rockaway, NJ	1973; Teacher, Morris Hills High School	X	X	X	X	SF/LEA/DD				X		*
E. Crystal[3] Oakhurst, NJ	1973; School Psychologist, Township of Ocean School District	X				SF/LEA/DD				X		*
John Connelly[1] Wall, NJ	1973; Teacher, The Allaire School	X	X	X	X	SF/LEA/DD				X		*
Guy Cornish[2] Willingboro, NJ	1974; Teacher, Willingboro Public School	X	X	X	X	SF/LEA/DD				X		*
Robert Fraser[1] Wayne Township, NJ	1973; Teacher, Packanack	X	X	X	X	SF/LEA/DD				X		*
Michele Geerlof[2] Livingston, NJ	1973; Teacher, Livingston School District	X	X	X	X	SF/LEA				X		*
G. Gerstle[3] Glassboro, NJ	1973; Teacher, Glassboro St. College	X				SF/LEA/DD				X		*

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TRAINERS LISTING (continued)

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
F. June Graf[2] Livingston, NJ	1973; Teacher, Livingston School District	X	X	X	X		SF/	LEA		X		*
Correna Kassig[3] Ocean Township, NJ	1976; Teacher, Search Day Program	X					SF/	LEA/	DD		X	*
Edward Korzun[1] Orange, NJ	1973; Teacher, Orange Public School	X	X	X	X		SF/	LEA/	DD	X		*
Roy Lipoti[3] New Lisbon, NJ	1973; Teacher, New Lisbon Academic School	X					SF/	LEA/	DD	X		*
Judy Minnitti[1] Surf City, NJ	1973; Teacher, E.J. School	X	X	X	X		SF/	LEA/	DD	X		*
P. Porado[3] Trenton, NJ	1973; Director of Program Development and Special Projects, New Jersey Department of Education	X					SF/	LEA/	DD	X		*
Judy Stamberger[1] Cape May, NJ	1979; Teacher, Ocean Academy	X	X	X	X		SF/	LEA		X		*
Tim Sullivan[2] Upper Montclair, NJ	1973; Professor, Montclair State College	X	X	X	X		SF/	LEA		X		*
Dona Turner[2] Neptune, NJ	1978; Teacher, Neptune Junior High School	X	X	X	X		SF/	LEA		X		*
Anthony Vodola[2] Wall Township, NJ	1973; Teacher, Hurley School	X	X	X	X		SF/	LEA/	DD	X		*
Don Welcome[3] Long Branch, NJ	1976; Teacher, Eleberon School	X					SF/	LEA		X		*
Pat Kaylor[2] Garden City, NY	1980; Professor, Adelphi University	X	X	X	X		SF/	LEA		X		*
Glenn Leach[2] Staten Island, NY	1978; Professor, Wagner College	X	X	X	X		SF/	LEA		X		*
Ben Lombardo[2] Providence, RI	1978; Professor, Rhode Island College	X	X	X	X		SF/	LEA		X		*
Thomas Tullo[1] San Antonio, TX	1978; Teacher, Harlandale Independent School District	X	X	X	X		SF/	LEA		X		*
Garth Tymeson[2] Denton, TX	1978; Teacher, Texas Woman's University	X	X	X	X		SF/	LEA		X		*
Patricia Watkins[1] Wichita Falls, TX	1980; Teacher, Region IX Education Service Center	X	X	X	X		SF/	LEA		X		*
Michael Davis[2] River Falls, WI	1980; Professor, University of Wisconsin-River Falls	X	X	X	X		SF/	LEA		X		*
George Glasrud[3] Madison, WI	1979; State Facilitator	X					SF/	LEA		X		*
Lane Goodwin[1] LaCrosse, WI	1979; Professor, University of Wisconsin-LaCrosse	X	X	X	X		SF/	LEA		X		*
Denise Morretto[1] LaCrosse, WI	1979; Teacher, University of Wisconsin-LaCrosse	X	X	X	X		SF/	LEA		X		*
Richard Schild[2] Milwaukee, WI	1978; Professor, University of Wisconsin-Milwaukee	X	X	X	X		SF/	LEA		X		*
Jerry Spilecki[1] St. Marys, WV	1978; Teacher, Colin Anderson Center	X	X	X	X		SF/	LEA		X		*

1 Minicertification (certified to train in motor ability and physical fitness).

2 Maxicertification (certified to train in motor ability, physical fitness, posture, breathing, nutrition).

3 Certified for awareness presentations only.

* First contact trainer to ascertain trainer availability, then contact D/D to expedite all arrangements.

PROJECT: ACTIVE: All Children Totally InVolved Exercising

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☑	☐	☐
ARIZONA	☑	☐	☐
ARKANSAS	☑	☑	☑
CALIFORNIA	☑	☑	☑
COLORADO	☑	☐	☐
CONNECTICUT	☑	☐	☐
DELAWARE	☑	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☑	☑	☑
GEORGIA	☐	☐	☐
HAWAII	☐	☐	☐
IDAHO	☐	☐	☐
ILLINOIS	☑	☐	☐
INDIANA	☐	☐	☐
IOWA	☐	☐	☐
KANSAS	☑	☑	☑
KENTUCKY	☑	☐	☐
LOUISIANA	☑	☐	☐
MAINE	☑	☐	☐
MARYLAND	☑	☑	☑
MASSACHUSETTS	☑	☐	☐
MICHIGAN	☐	☐	☐
MINNESOTA	☑	☑	☑
MISSISSIPPI	☐	☐	☐
MISSOURI	☐	☐	☐
MONTANA	☑	☐	☐

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
NEBRASKA	☑	☑	☑
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☑	☐	☐
NEW JERSEY	☑	☑	☑
NEW MEXICO	☑	☐	☐
NEW YORK	☑	☑	☑
NORTH CAROLINA	☑	☐	☐
NORTH DAKOTA	☑	☐	☐
OHIO	☑	☐	☐
OKLAHOMA	☐	☐	☐
OREGON	☐	☐	☐
PENNSYLVANIA	☑	☐	☐
RHODE ISLAND	☑	☑	☑
SOUTH CAROLINA	☑	☐	☐
SOUTH DAKOTA	☑	☐	☐
TENNESSEE	☑	☐	☐
TEXAS	☑	☑	☑
UTAH	☐	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☑	☐	☐
WASHINGTON	☑	☐	☐
WEST VIRGINIA	☑	☑	☑
WISCONSIN	☑	☑	☑
WYOMING	☑	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

ADULT PERFORMANCE LEVEL PROJECT (APL)

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Elaine Shelton	Director/Technical Assistant	100%
Lewis Watkins	Evaluator/Technical Assistant	50%
Jacqueline Calkins	Senior Secretary	50%

Basic Features Adopter Needs To Put Into Operation

Diagnosis: diagnose students' skill levels with Test of Adult Basic Education; diagnose students' content area knowledge with APL Content Area Measures. Prescription: prescribe learning activities based on results of diagnosis. Instruction: provide individualized instruction in areas students diagnosed as being weak (APL level 1 or 2); core instructional materials are from APL curriculum. Mastery: assess mastery when students score at APL level 3 of each objective of the five Content Area Measures. Life Skills Performance: require each student to perform satisfactorily and to document each life skills activity. Individualized Competency Assessment: require each student to demonstrate (a) entry-level job skill or (b) postsecondary academic or vocational ability, or home management maintenance abilities.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES ( ) 1 HOUR (X) LONGER (SPECIFY) 1-1/2 to 3 hours preferred, 1 hour workable

Usually one APL staff member conducts session. Ideal audience includes counselors, teachers, administrators from sites interested in implementation. Presentations consist of lecture and AV. Questions and audience participation encouraged; depends on audience desires and time. Topics usually covered: objectives of APL research (specifying abilities needed to function in U.S. society, developing instrument for measuring functional competency, measuring functional competency levels of U.S. population); implications of the research (assessment instruments, APL life coping skills curriculum and competency-based instructional system, APL Competency-Based High School Diploma Program). Time and emphasis given to topics can be adjusted depending on interests of potential adopters (i.e., adaptation of curriculum and Diploma Program conform to local mandates).

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Each implementer of APL program should take part in full training workshop. Conducted by one or two APL staff members (according to level of adoption). Topics covered: background of APL research; competency-based instruction system, including diagnosis, prescription, instruction, and evaluation: APL Competency-Based High School Diploma Program. Training sessions are varied to meet adopter needs. Content depends on whether adoption of APL Diploma Program is for adult learning center, alternative school, or regular high school setting.

EVALUATION:

Adopter must collect data on: student demographic characteristics and pre/posttest results for each student. APL staff collect data on teachers' use of APL system. Tests adopter administers to assess student performance are nationally validated: Tests of Adult Basic Education, APL Content Area Measures. APL staff analyses test data and make them available to adopter on request.

FOLLOW-UP:

Monthly telephone follow-up and one on-site technical assistance visit (no cost) during first year of adoption; thereafter on-site assistance provided according to need and D/D availability and at adopter's expense. Visits consist of observation of implementation, in-depth discussion of concerns and questions raised by adopter and/or SF and assessment of Levels of Use and Stages of Concern. APL stresses need for implementers' participation in follow-up.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☐	☐
TRAINING	☒	☐	☒	☐
EVALUATION	☒	☐	☐	☒
CURRICULUM	☒	☐	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Screen, overhead projector, Kodak carousel slide projector, tape recorder (preferably which synchronizes with carousel projector). Adopter site and/or SF should provide equipment. D/D provides materials.

TRAINING: Same as awareness; ideally, adopter buys and brings to training APL curriculum and pre/post assessment instruments. D/D provides all other materials.

Adoption Agreement

	YES	NO	PARTIES SIGNING			
SUPPLIED BY D/D	☒	☐	ADOPTER	D/D	SF	FUNDING AGENCY
WILLING TO USE SF'S	☒	☐	☒	☒	☒	☐

Activities Adopter Should Undertake To Implement Program

	PARTICIPANTS		
ACTIVITY	TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Attend Awareness	X	X	Community
• Secure backing of teachers, administrators, funding agents before training.	X	X	Funding Agents
• If adopting diploma program, secure authority or local high school to issue regular diploma based solely on demonstrations of functional competency before training.		X	Local High School
• Sign adoption agreement; secure required materials		X	D/D, SF
• Participate in initial and follow-up training	X	X	
• Provide evaluation data to D/D	X	X	

Adoption Expenses

START-UP COST OR RANGE: $ 77 PER NUMBER OF PERSONS (SPECIFY): based on 15 students

MAINTENANCE COST OR RANGE: $ 25 PER NUMBER OF PERSONS (SPECIFY): based on 25 students

In computing the costs of adoption and maintenance, we counted personnel training, equipment and materials and consumables. Since most APL programs are incorporated into already established education programs and the time of existing staff is generally reallocated, we did not include costs for personnel or facilities. The SF could defray some of these costs by helping to pay for training. D/D is willing, although not always financially able, to pay for one on-site follow-up visit to adopter.

Contact

Elaine Shelton, Manager; APL 3-D Project; University of Texas at Austin; College of Education; Education Annex S-21; Austin, TX 78712. (512) 471-4623.

TRAINERS LISTING

Project: ADULT PERFORMANCE LEVEL PROJECT (APL)

Selection Process: A trainer must be a successful implementor and/or coordinator at an APL site, participate fully in a trainers' workshop conducted by APL project staff, and conduct one complete training workshop judged satisfactory by member of APL Project. Successful candidates are certified as APL trainers in the APL Instructional System or in the APL Competency-Based High School Diploma Program. Unless otherwise indicated, trainers are certified to provide awareness, training, and follow-up services within these two areas.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Mary Jo Westwood Columbia, MO	Became certified trainer in APL Instructional System in May 1980; no preference as to group size, location, or make-up; especially familiar with working with adult and special education service providers.	X	X	X	X	X	X	X	X	X		X

PROJECT: ADULT PERFORMANCE LEVEL PROJECT (APL)

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☑	☐	☐
ARIZONA	☐	☐	☐
ARKANSAS	☐	☐	☐
CALIFORNIA	☑	☐	☐
COLORADO	☑	☑	☐
CONNECTICUT	☑	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☐	☐	☐
GEORGIA	☑	☐	☐
HAWAII	☑	☐	☐
IDAHO	☐	☐	☐
ILLINOIS	☑	☐	☐
INDIANA	☐	☐	☐
IOWA	☐	☐	☐
KANSAS	☑	☐	☐
KENTUCKY	☐	☐	☐
LOUISIANA	☐	☐	☐
MAINE	☑	☐	☐
MARYLAND	☐	☐	☐
MASSACHUSETTS	☑	☑	☐
MICHIGAN	☐	☐	☐
MINNESOTA	☐	☐	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☑	☑	☑
MONTANA	☐	☐	☐
NEBRASKA	☐	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☑	☐	☐
NEW JERSEY	☑	☐	☐
NEW MEXICO	☐	☐	☐
NEW YORK	☐	☐	☐
NORTH CAROLINA	☑	☐	☐
NORTH DAKOTA	☐	☐	☐
OHIO	☐	☐	☐
OKLAHOMA	☑	☐	☐
OREGON	☐	☐	☐
PENNSYLVANIA	☑	☐	☐
RHODE ISLAND	☐	☐	☐
SOUTH CAROLINA	☑	☐	☐
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☐	☐	☐
TEXAS	☑	☑	☐
UTAH	☐	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☐	☐	☐
WASHINGTON	☐	☐	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☐	☐	☐
WYOMING	☐	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

PROJECT ADVENTURE

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Karl Rohnke	Project Director	30%
Alan Sentkowski	Associate Director for Dissemination Director - South East	60%
Richard Prouty	Staff Associate	40%
Bonnie Frye	Administrative Assistant	75%

Basic Features Adopter Needs To Put Into Operation

- In physical education: noncompetitive, group-building activities; initiative games; outdoor activities; supportive atmosphere which encourages trying; teachers are active
- In academic classes: small groups of students learning through working on specific reality-based tasks or problems in the community and the natural environment; use of out-of-class activities

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR (X) LONGER (SPECIFY)

The one-hour session contains a history of Project Adventure, an overview of the program and its philosophy, a 20-minute slide tape and brief discussion, and a question-and-answer period. With more time, group problem solving activities are undertaken.

TRAINING: ( ) 1-2 DAYS (X) 3-4 DAYS (X) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Training for the physical education component takes five to six days; training for the academic component takes three to four days. In both the physical education and academic training workshops participants are involved in a series of activities and challenges characteristic of the program. Through training and experience, participants develop the skills necessary to implement a program. They develop a unit or activities appropriate to their classroom, subject area, or school district.

EVALUATION:

Each adopter is encouraged to collect data which measures the effectiveness of the implementation. Materials for both pre/posttesting and posttesting only are provided. These instruments are based on an original project evaluation measuring impact on student's physical growth, self-concept, and attitudinal changes. Adopter administers the evaluation with the assistance of the project. Completed tests are returned to the project for data analysis.

FOLLOW-UP:

Follow-up assistance is provided by the project on an "as requested" basis. Costs for follow-up vary greatly depending on the request and are usually on a shared cost basis.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☐	☒	☐
CURRICULUM	☒	☒	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: It is helpful if SF can provide a Kodak carousel projector synched to cassette tape deck at sites distant from the project.

TRAINING: Same as above, plus an approved ropes course facility for P.E. training workshops. Recommended training materials include manual and mimeographed materials; $6-8/set (approximately).

Adoption Agreement

	YES	NO
SUPPLIED BY D/D	☒	☐
WILLING TO USE SF'S	☒	☐

PARTIES SIGNING

ADOPTER	D/D	SF	FUNDING AGENCY
☒	☒	☒	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
° Review awareness and curriculum materials, participate in training workshop (3-5 days), implement key elements of adoption component (physical education or academic), report to D/D on progress	X	X	
° Establish contact between school, D/D, and SF		X	
° Develop adoption plan, evaluate	X	X	

Adoption Expenses

START-UP COST OR RANGE: $ 1,000 PER NUMBER OF PERSONS (SPECIFY): 15 teachers

MAINTENANCE COST OR RANGE: $ varies PER NUMBER OF PERSONS (SPECIFY):

Training costs vary depending on whether training takes place at D/D or adopter site. Expenses are negotiable. Implementation costs are minimal; however, if a ropes course is part of a physical education adoption, a minimum of $2,200 should be budgeted.

Contact

Dick Prouty, Project Adventure; P.O. Box 157; Hamilton, MA 01936. (617) 468-1766. Alan Sentkowski, Project Adventure; P.O. Box 5573; Savannah, GA 31404. (912) 234-2651.

TRAINERS LISTING

Project: PROJECT ADVENTURE

Selection Process: Trainers must participate in and successfully complete a five-day Project Adventure Training Workshop, successfully implement the program elsewhere and show teaching ability, have the personal interest and enthusiasm deemed necessary to be a trainer and have the support of his/her professional supervisor, assist in a five-day training with D/D staff, and be judged qualified to conduct training activities by the D/D during that year. Contact D/D before making arrangements with trainers for training.

Name	Background	APPROVED SERVICES				EXPENSES **				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES ***	NO	
Reno Taini Colma, CA	Summer 1980	X	*		X	X	X	X	X	X		X
Jim Grout Marblehead, MA	Summer 1980	X	*		X	X	X	X	X	X		X
Charles Harrington Arlington, MA	Summer 1980	X	*		X	X	X	X	X	X		X
Tom Quimby Plymouth, NH	Summer 1980	X	*		X	X	X	X	X	X		X
Chuck Bolesh Canton, NY	Summer 1980	X	*		X	X	X	X	X	X		X
Carol Wood Yorktown Heights, N	Summer 1980	X	X		X	X	X	X	X	X		X

* P.E. only
** All expenses can be negotiated with D/D
*** With D/D approval

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☑	☐	☐
ALASKA	☑	☐	☐
ARIZONA	☑	☐	☐
ARKANSAS	☐	☐	☐
CALIFORNIA	☐	☐	☐
COLORADO	☑	☐	☐
CONNECTICUT	☑	☐	☐
DELAWARE	☑	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☐	☐	☐
GEORGIA	☑	☑	☑
HAWAII	☐	☐	☐
IDAHO	☐	☐	☐
ILLINOIS	☑	☐	☐
INDIANA	☐	☐	☐
IOWA	☑	☐	☐
KANSAS	☐	☐	☐
KENTUCKY	☐	☐	☐
LOUISIANA	☐	☐	☐
MAINE	☑	☐	☐
MARYLAND	☑	☐	☐
MASSACHUSETTS	☑	☑	☑
MICHIGAN	☑	☐	☐
MINNESOTA	☑	☐	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☑	☐	☐
MONTANA	☑	☐	☐
NEBRASKA	☑	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☑	☐	☐
NEW JERSEY	☐	☐	☐
NEW MEXICO	☑	☐	☐
NEW YORK	☑	☑	☐
NORTH CAROLINA	☑	☐	☐
NORTH DAKOTA	☐	☐	☐
OHIO	☐	☐	☐
OKLAHOMA	☐	☐	☐
OREGON	☑	☐	☐
PENNSYLVANIA	☑	☐	☐
RHODE ISLAND	☑	☐	☐
SOUTH CAROLINA	☑	☐	☐
SOUTH DAKOTA	☑	☐	☐
TENNESSEE	☑	☐	☐
TEXAS	☑	☐	☐
UTAH	☐	☐	☐
VERMONT	☑	☐	☐
VIRGINIA	☐	☐	☐
WASHINGTON	☑	☐	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☐	☐	☐
WYOMING	☑	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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3-S

PROJECT INFORMATION SHEET

Project

AIRS: Andover's Individualized Reading System

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Esther L. Campbell	Director	100%
Gary B. Chadwell	Assistant to Director	100%

Basic Features Adopter Needs To Put Into Operation

Features vary with components. With few exceptions (at teacher's discretion), all lessons are teacher-directed. Following diagnostic exercises, students complete reinforcement activities independently. A posttest evaluates mastery of each skill before students proceed. Three components require additional teacher-directed activities to reinforce and evaluate writing skills. Individualized reading may be independent or by groups, usually followed by teacher conferences.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

Session consists of an overview, including philosophy and background on the development of the program, followed by a brief description of each component. Sample sheets are distributed, reactions are shared, and questions are answered. Session can be extended if potential adopter indicates an interest in specific skills.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS (X) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Number of days required for training depends upon components adopted. The minimum is one day. Adoption of the complete program requires as much as five days. However, teachers attend only sessions for components that they will teach. Training is hands on and uses materials to be implemented. All personnel involved in adoption should be trained by project staff, including administrators. Costs are shared if possible.

EVALUATION:

Project-developed diagnostic tests evaluate individual students' progress. Individual components provide posttests for each skill taught. Pre- and posttesting with nationally validated test is required. Project-developed placement tests are available. Other project-developed instruments evaluate teacher and student behavior, progress throughout academic year, and effectiveness of program and training.

FOLLOW-UP:

Project staff conduct follow-up monitoring visits throughout the year; number of days and staff involved are determined by the components adopted. Number of visits varies from one to four; monitoring activities include classroom observations and teacher conferences. Frequency of visits declines in subsequent years; commitment for minimum of three years. Visits also provide support and training in self-evaluation. Costs are shared if possible.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☐
TRAINING	☒	☐	☒	☐
EVALUATION	☒	☐	☒	☐
CURRICULUM	☒	☒	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: A display table is required. An overhead projector is helpful but not necessary. For sessions exceeding one hour, synchronized filmstrip projector (e.g., Dukane) is required.

TRAINING: An overhead projector and adequate working space at tables are required. Materials used in training are those purchased for implementation. Other materials are provided by D/D.

Adoption Agreement

	YES	NO				
			PARTIES SIGNING			
SUPPLIED BY D/D	☒	☐	ADOPTER	D/D	SF	FUNDING AGENCY
WILLING TO USE SF'S	☒	☐	☒	☒	☒	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Attend awareness session	X	X	Aides
• Visit D/D site	X	X	
• Conduct needs assessment and program planning	X	X	
• Receive training	X	X	Aides
• Conduct evaluation for placement	X		
• Appoint monitor (liaison person)		X	
• Order materials	X	X or	Monitor
• Develop classroom schedules for monitoring visits	X	X or	Monitor

Adoption Expenses

START-UP COST OR RANGE: $ ____________ PER NUMBER OF PERSONS (SPECIFY): ____________

MAINTENANCE COST OR RANGE: $ ____________ PER NUMBER OF PERSONS (SPECIFY): ____________

COMPONENT	START-UP	MAINTENANCE*	COMPONENT	START-UP	MAINTENANCE *
Phonics	$ 1.21	$ .90	Structural Skills/Spelling	$12.16	$ .50
Word Recognition	.64	.50	Capitalization/Punctuation	2.38	2.25
Comprehension	27.62	1.00	Grammar	5.00	-

Life expectancy of nonconsumables is three to five years.
*PER PUPIL COST

Contact

Esther L. Campbell, Director, or Theresa G. Murphy, Executive Director; Andover Public Schools; Jackson School; Andover, MA 01810. (617) 470-1700 ext. 313.

PROJECT: AIRS: Andover's Individualized Reading System

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☐	☐	☐
ARKANSAS	☐	☐	☐
CALIFORNIA	☐	☐	☐
COLORADO	☐	☐	☐
CONNECTICUT	☑	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☐	☐	☐
GEORGIA	☐	☐	☐
HAWAII	☐	☐	☐
IDAHO	☐	☐	☐
ILLINOIS	☐	☐	☐
INDIANA	☐	☐	☐
IOWA	☐	☐	☐
KANSAS	☑	☐	☐
KENTUCKY	☐	☐	☐
LOUISIANA	☐	☐	☐
MAINE	☐	☐	☐
MARYLAND	☑	☐	☐
MASSACHUSETTS	☑	☐	☐
MICHIGAN	☐	☐	☐
MINNESOTA	☐	☐	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☐	☐	☐
MONTANA	☐	☐	☐
NEBRASKA	☐	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☑	☐	☐
NEW JERSEY	☐	☐	☐
NEW MEXICO	☐	☐	☐
NEW YORK	☐	☐	☐
NORTH CAROLINA	☐	☐	☐
NORTH DAKOTA	☐	☐	☐
OHIO	☐	☐	☐
OKLAHOMA	☐	☐	☐
OREGON	☐	☐	☐
PENNSYLVANIA	☐	☐	☐
RHODE ISLAND	☑	☐	☐
SOUTH CAROLINA	☐	☐	☐
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☑	☐	☐
TEXAS	☐	☐	☐
UTAH	☐	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☐	☐	☐
WASHINGTON	☐	☐	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☐	☐	☐
WYOMING	☐	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

AKRON FOLLOW THROUGH: Project SELF (Selected Educational Learning Fundamentals)

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Jeanette Brown	Resource Center Specialist	100%
Nancy Hale	Resource Center Training Specialist	100%
Fran Timlin	Resource Center Training Specialist	100%
Beverly Sheets	Resource Center Secretary	100%

Basic Features Adopter Needs To Put Into Operation

- Placement test
- Pre/post test assessment
- Individualized instruction
- Small-group instruction
- Teacher aide in classroom
- Teacher present in classroom
- Daily written prescriptions
- Student progress recorded (Student Profile)

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

One SELF staff member will make a one-hour presentation describing the four components of the SELF (Akron Follow Through) program. The presentation includes lecture, film strip, and audience participation. May be held at our site or adoption site.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Length of training depends on number of components adopted. SELF training specialist inservices the teachers and on occasion the principal and curriculum director. Although we prefer to train at own Akron site, we can travel to the adopter site (room must be available).

EVALUATION:

Participating teachers administer component placement and pretests to students as they enter program and record student progress on Student Profile Chart. Students posttested when teacher believes objective is mastered. Nationally validated tests may be used. Results reported to D/D. D/D administers evaluative instrument to participating teachers to gain their prospective of program's effectiveness.

FOLLOW-UP:

No-cost follow-up services can be provided by SELF staff as long as adopter feels a need for assistance.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☒	☐
TRAINING	☒	☐	☒	☐
EVALUATION	☒	☐	☒	☐
CURRICULUM	☒	☐	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Synchronized slide-tape projector (Bell & Howell), overhead projector, screen, 16mm film projector, table. SF responsible for providing the necessary equipment.

TRAINING: D/D provides needed supplies/equipment.

Adoption Agreement

	YES	NO	PARTIES SIGNING: ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☒	☐	☒	☒	☐	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS: TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
o Attend awareness	X	X	
o Identify participants and coordinator	X	X	
o Conduct needs assessment at adopting school	X	X	
o Order program materials and equipment	X	X	
o Participate in initial and follow-up training	X	X	
o Share curriculum with parents	X	X	
o Provide D/D with any standardized test results	X	X	
o Complete a year-end evaluation	X		

Adoption Expenses

START-UP COST OR RANGE: $ __________ PER NUMBER OF PERSONS (SPECIFY): __________

MAINTENANCE COST OR RANGE: $ __________ PER NUMBER OF PERSONS (SPECIFY): __________

Start up: PEP, $39 per student; maintenance, $ 5 per student
IPI, $13 per student; maintenance, $13 per student
MRS $89 per student; maintenance, $45 per student
IPI Reading, $13 per student; maintenance, $13 per student
Prices include all curriculum materials. Travel costs are negotiable.

Contact

Jeanette Brown; Akron Follow Through; Crosby School; 235 Smith St.; Akron, OH 44303. (216) 253-3287.

PROJECT: AKRON FOLLOW THROUGH: Project SELF-(Selected Educational Learning Fundamentals)

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES	STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐	NEBRASKA	☐	☐	☐
ALASKA	☐	☐	☐	NEVADA	☐	☐	☐
ARIZONA	☐	☐	☐	NEW HAMPSHIRE	☐	☐	☐
ARKANSAS	☐	☐	☐	NEW JERSEY	☐	☐	☐
CALIFORNIA	☐	☐	☐	NEW MEXICO	☐	☐	☐
COLORADO	☐	☐	☐	NEW YORK	☐	☐	☐
CONNECTICUT	☐	☐	☐	NORTH CAROLINA	☐	☐	☐
DELAWARE	☐	☐	☐	NORTH DAKOTA	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐	OHIO	☑	☑	☐
FLORIDA	☐	☐	☐	OKLAHOMA	☐	☐	☐
GEORGIA	☑	☑	☐	OREGON	☑	☑	☐
HAWAII	☐	☐	☐	PENNSYLVANIA	☐	☐	☐
IDAHO	☐	☐	☐	RHODE ISLAND	☐	☐	☐
ILLINOIS	☐	☐	☐	SOUTH CAROLINA	☐	☐	☐
INDIANA	☐	☐	☐	SOUTH DAKOTA	☐	☐	☐
IOWA	☐	☐	☐	TENNESSEE	☐	☐	☐
KANSAS	☐	☐	☐	TEXAS	☐	☐	☐
KENTUCKY	☐	☐	☐	UTAH	☐	☐	☐
LOUISIANA	☐	☐	☐	VERMONT	☐	☐	☐
MAINE	☐	☐	☐	VIRGINIA	☐	☐	☐
MARYLAND	☐	☐	☐	WASHINGTON	☐	☐	☐
MASSACHUSETTS	☐	☐	☐	WEST VIRGINIA	☐	☐	☐
MICHIGAN	☐	☐	☐	WISCONSIN	☐	☐	☐
MINNESOTA	☐	☐	☐	WYOMING	☐	☐	☐
MISSISSIPPI	☐	☐	☐	VIRGIN ISLANDS	☐	☐	☐
MISSOURI	☐	☐	☐	PUERTO RICO	☐	☐	☐
MONTANA	☐	☐	☐				

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PROJECT INFORMATION SHEET

Project

ALPHAPHONICS: Reading Readiness Training Program

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Jeanne Stout Burke	Co-Director	100%
Gretchen Ross	Co-Director	100%
Judith Brown	Co-Director	10% (Approximately)

Basic Features Adopter Needs To Put Into Operation

D/D must observe that adopting teacher is using the basic Alphaphonics materials, is projecting his or her own enthusiasm, and is maintaining high expectations for the students. Also students should be learning how to write the letters of the alphabet, and their names and sounds, and other reading readiness skills through the use of Astro, an invisible character from "outer space". A check list of Alphaphonics core elements, which can be used by the SF or D/D in a follow-up visit or telephone call is provided.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

One of the co-directors of the program, presents the history of Alphaphonics utilizing a Right-to-Read filmstrip-cassette followed by a discussion of the teacher's text-student worksheets, using overhead transparencies. Instruction on the program and the adoption process is given, and the participants are involved either in simulation lesson or a question and answer period. The awareness session can be shortened to 45 minutes or lengthened to 1-1/2 hours.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Standard Alphaphonics training takes six hours but can be shortened to four hours for small groups of from two to seven people. It can also be lengthened so that it takes up to two and one-half days. Training is geared mainly to teachers; however, reading curriculum people and administrators find it very beneficial if they wish to take an active role in program support or expansion. Training consists of repeating the awareness session, followed by sessions which cover various aspects of Alphaphonics, plus a videotape, "Great Expectations," from the TV program "What Do You Expect," moderated by Dr. Lenore Jacobson. In the hands-on portion of the training, teachers make materials to use in the classroom.

EVALUATION:

Evaluation training takes place during the training session. Self-evaluation, the Alphaphonics mastery check test, and workshop evaluation forms, are discussed and worked on. Participants are introduced to the Alphaphonics evaluation packet, including the rationale for evaluation, evaluation history, program activities and timeline and process evaluation surveys and checklists. Student progress throughout the year is evaluated through pre- and posttesting, using a standardized group test (CTBS, Metropolitan, or other test that is agreed upon), and the Alphaphonics criterion-referenced test (optional). The D/D uses the CTBS and the Alphaphonics criterion-referenced test. Results of the test are sent to the D/D. In April, survey for attitudinal reaction is sent to the adoptor by the D/D.

FOLLOW-UP:

An adoption site visit by the D/D or SF is preferred, and simple check list for surveying the implementation of the core elements is provided by the D/D. If an on-site visit is impossible, the check list can be utilized for telephone follow up. A follow-up questionnaire is sent in the spring which measures adoptor reaction to the use of the program. These results are tabulated analyzed, and distributed to adopters and interested SFs by the D/D. Follow up is provided as long as necessary, with costs to be negotiated or shared.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☒ negotiable	☐	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☒ (ACRT)	☐	☒ (CTBS)
CURRICULUM	☒	☐	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Local contact person supplies filmstrip projector, cassette tape recorder, overhead projector, extension cord, and chalk board (not essential).

TRAINING: Adopter supplies all of the above plus 1/2-inch, 3/4-inch, or reel-to-reel videotape equipment if available. Adopter also supplies name tag, box of crayons, two pieces of 18 x 24-inch tag or poster board for each participant. D/D supplies training manual and evaluation packet (each participant needs one copy of each; manual: $2.50; packet: $2; manual and packet can be duplicated in required numbers at adopter expense).

Adoption Agreement

	YES	NO	PARTIES SIGNING			
			ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☒	☐	☒	☒	☒ optional	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
° Attend awareness.	X	X	Contact Person
° Identify participants; order project-related materials and equipment; arrange with D/D for training.		X	
° Attend training session; present project awareness to parents either either before or after implementation; receive follow-up TA from D/D by telephone, by correspondence, or by on-site visit.	X	X	
° Administer pretest; carry out self-evaluation; administer posttest; send pre/posttest information to D/D; respond to attitudinal survey.	X		

Adoption Expenses

START-UP COST OR RANGE: $ 90 - $200 PER NUMBER OF PERSONS (SPECIFY): per classroom (30)

MAINTENANCE COST OR RANGE: $ 100 - $200 PER NUMBER OF PERSONS (SPECIFY): per classroom (30)

Costs for travel, meals and lodging are negotiable. As a general rule, the D/D pays for awareness and the SF and adopter pay for training. An honorarium or $100 per day for D/D staff is required during the summer only. Some certified trainers receive an honorarium at all times of the year.

Contact

Jeanne Stout Burke, or Gretchen Ross, or Judith Brown, Co-Directors; Alphaphonics; Ponderosa School;
295 Ponderosa Rd.; South San Francisco, CA 94080. (415) 588-8082.

TRAINERS LISTING

Project: ALPHAPHONICS: Reading Readiness Training Program

Selection Process: Trainer must attend awareness session and training workshop; assist with training; be enthusiastic about Alphaphonics and capable of imparting not only knowledge of but enthusiasm for the program. Also, trainer must have district support and ten days release time. Trainer visit to D/D site is desirable but not mandatory. Determination of trainer capability is made by D/D, contact person, and potential trainer.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Barbara Arness Soldotna, AL*	1979; Teacher	X									X	X
Virginia Messner Soldotna, AL*	1979; Principal	X									X	X
Rose Harris Lake Village, AR	1978; Teacher	X	X		X	X	X	X	X			X
Joyce Vaught Lake Village, AR	1978; Principal/Assistant Superintendent	X	X		X	X	X	X	X			X
Donna Seilheimer Pueblo, CO	1978; Curriculum Consultant	X				X		X	X	X		X
Minnie Holcomb Washington, DC*	1980; Teacher	X	X			X		X	X	X		X
Susan Williams Washington, DC*	1980; Facilitator	X	X			X		X	X	X		X
Maureen Yaeger Miami, FL*	1980; Teacher	X									X	X
Laura Kimora Kahului, Maui, HI*	1980; Teacher	X										X
Charlene Baum Idaho Falls, ID*	1980; Principal	X									X	X
Debbie Edgett Idaho Falls, ID*	1980; Teacher	X									X	X
Geri Sipple Latonia, KY*	1980; Teacher	X									X	X
Pat Sayler Sarcoxie, MO*	1980; Teacher	X				X		X	X			X
Jolene Schultz Columbia, MO	1978; Missouri Facilitator	X	X	X	X	X		X	X	X		X
Donna Stephens Kalispell, MT	1979; Teacher	X				X		X	X	X		X
Pam Helphrey Bismarck, ND	1979; Director, preschool	X	X		X	X	X	X	X	X		X
Elizabeth Burton Islip, NY*	1979; Reading Coordinator	X				X		X	X			X
Mary Gale Islip, NY*	1979; Teacher	X				X		X	X			X
Trich Fernandez Canton, OH*	1980; Teacher	X									X	X

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TRAINERS LISTING (continued)

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Lois Leidig Canton, OH*	1980; Teacher	X									X	X
Gail Ruda Canton, OH*	1980; Teacher	X									X	X
Travis Brown Lubbock, TX	1979; Education Consultant, Region XV Education Service Center	X				X		X	X			X
Sally Cooke Lubbock, TX	1980; Teacher	X				X		X	X			X
Sandy Fite Fort Worth, TX	1978; Education Consultant, Region XI Education Service Center	X			X	X		X	X			X
Vondeen McGregor Canyon, TX	1978; Curriculum Consultant	X				X		X	X			X
Jill Schmidt Fort Worth, TX	1978; Teacher	X				X		X	X			X
Marvia Eubanks Hunterdale, VA*	1980; Teacher	X									X	X
Diane Phillips Boykins, VA*	1980; Teacher	X									X	X

* Demonstration site

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☑	☐	☐
ALASKA	☑	☑	☐
ARIZONA	☑	☐	☐
ARKANSAS	☑	☑	☑
CALIFORNIA	☑	☑	☐
COLORADO	☑	☑	☑
CONNECTICUT	☑	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☑	☑	☑
FLORIDA	☑	☐	☐
GEORGIA	☑	☐	☐
HAWAII	☑	☑	☐
IDAHO	☑	☑	☐
ILLINOIS	☑	☐	☐
INDIANA	☑	☐	☐
IOWA	☑	☐	☐
KANSAS	☑	☐	☐
KENTUCKY	☑	☐	☐
LOUISIANA	☑	☑	☐
MAINE	☑	☐	☐
MARYLAND	☑	☐	☐
MASSACHUSETTS	☑	☐	☐
MICHIGAN	☑	☐	☐
MINNESOTA	☐	☐	☐
MISSISSIPPI	☑	☐	☐
MISSOURI	☑	☑	☑
MONTANA	☑	☑	☑
NEBRASKA	☑	☐	☐
NEVADA	☑	☐	☐
NEW HAMPSHIRE	☐	☐	☐
NEW JERSEY	☑	☐	☐
NEW MEXICO	☑	☐	☐
NEW YORK	☑	☑	☐
NORTH CAROLINA	☑	☐	☐
NORTH DAKOTA	☑	☑	☑
OHIO	☑	☑	☐
OKLAHOMA	☑	☐	☐
OREGON	☑	☐	☐
PENNSYLVANIA	☑	☐	☐
RHODE ISLAND	☑	☐	☐
SOUTH CAROLINA	☑	☐	☐
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☑	☐	☐
TEXAS	☑	☑	☑
UTAH	☐	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☑	☑	☐
WASHINGTON	☑	☐	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☑	☐	☐
WYOMING	☑	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT: ALPHAPHONICS: Reading Readiness Training Program (cont)

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES	STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
BRAZIL	☑	☐	☐		☐	☐	☐
CANADA (ONTARIO)	☑	☐	☐		☐	☐	☐
GERMANY	☑	☐	☐		☐	☐	☐
PHILLIPINES	☑	☐	☐		☐	☐	☐
SCOTLAND	☑	☐	☐		☐	☐	☐
	☐	☐	☐		☐	☐	☐
	☐	☐	☐		☐	☐	☐
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	☐	☐	☐		☐	☐	☐
	☐	☐	☐				

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PROJECT INFORMATION SHEET

Project

ALTERNATE LEARNING PROJECT (ALP)

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Margaret E. Finn	Project Director	100%
Leatrice J. Zawatsky	Project Secretary	100%

Basic Features Adopter Needs To Put Into Operation

- Flexible program administration and operation design
- Teacher advisors provide counseling and student evaluation
- Curriculum development reflects the wide variety of content and delivery
- Evidence in the learning process of community resource development
- Evidence of shared decision making between students, staff, and parents in the governing structure

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES ( ) 1 HOUR (X) LONGER (SPECIFY) 1-1/4 hours

D/D makes brief statement on background and essential elements. A slide-tape presentation (25 minutes) is presented, followed by a question and answer period, display of information, and description of the adoption process. A three-hour in-depth session describes in greater detail the steps involved in planning an alternate school and in adopting the ALP program.

TRAINING: ( ) 1-2 DAYS ( ) 3-4 DAYS (X) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Administrator in charge of alternate school, all staff, and parent and community representatives participate in training addressing the five essential elements. Each day-long session deals with the structure and management of one component. Discussion and training activities relate program component to adopter's unique situation and provide assistance in defining staff roles and responsibilities and developing site placement bank, speaker's bureau, and course offerings.

EVALUATION:

Adopters complete three evaluation activities: pre- and inservice training evaluation, program implementation evaluation, and assessment of student outcomes. D/D provides forms and instruments. If adopter is obliged to provide evaluative evidence to a third party, D/D will negotiate a reasonable arrangement for reporting. Adopter is responsible for data collection. D/D assists in analysis.

FOLLOW-UP:

One follow-up visit to D/D site during first year of implementation generally involves two or three days of training. Travel costs must be negotiated considering all resources. D/D conducts one final visit to adopter site during second year of implementation.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☐
TRAINING	☒	☐	☒	☐
EVALUATION	☒	☐	☒	☒
CURRICULUM	☐	☐	☒	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Kodak Carousel Slide Projector, Wollensak Synch cassette tape player

TRAINING: Blackboard, easel, large white pad, and overhead projector

Adoption Agreement

	YES	NO		PARTIES SIGNING		
			ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☐	☒	☒	☒	☒	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
Attend awareness session	X	X	Community & Parent Representatives
Participate in pretraining planning	X	X	"
Receive initial training	X	X	"
Receive follow-up training	X	X	"
Complete final training	X	X	"

Adoption Expenses

START-UP COST OR RANGE: $ $5,210 PER NUMBER OF PERSONS (SPECIFY): 3 staff and 50 students

MAINTENANCE COST OR RANGE: $ district expenditure PER NUMBER OF PERSONS (SPECIFY): pupil

Sample budget for 3 staff and 50 students: inservice, $1,260; materials, $1,500; travel, $1,050; consultant services, $500; office supplies, $400; reproduction, $500; total, $5,210. Districts wishing to start an alternate school must realign staff and reallocate per pupil expenditures. Additional start-up monies may not be needed if outside funding can be secured.

Contact

Margaret E. Finn; Dissemination Services; Alternate Learning Project; Providence School Department; 321 Eddy St.; Providence, RI 02903. (401) 456-9196.

TRAINERS LISTING

Project: ALTERNATE LEARNING PROJECT (ALP)

Selection Process: In selecting persons to serve as certified trainers and demonstration site representatives, ALP seeks adopters who exhibit enthusiasm for the project, possess an ability to articulate essential program elements, and demonstrate a willingness to cooperate with ALP in awareness and training activities. Certified trainers must participate in all levels of training provided as part of the adoption process. Currently, ALP has no certified trainers.

A demonstration site is an adoption of high fidelity and quality selected to serve as a visitation site for persons interested in general awareness, yet unable to visit D/D site in Rhode Island. Demonstration sites do not necessarily provide training.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Jerry Hartsock Wyoming, MI	Horizons serves as a demonstration site providing general awareness to interested parties.	X									X	X

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PROJECT: ALTERNATE LEARNING PROJECT

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☐	☐	☐
ARKANSAS	☐	☐	☐
CALIFORNIA	☑	☐	☐
COLORADO	☐	☐	☐
CONNECTICUT	☐	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☐	☐	☐
GEORGIA	☑	☐	☐
HAWAII	☐	☐	☐
IDAHO	☐	☐	☐
ILLINOIS	☐	☐	☐
INDIANA	☐	☐	☐
IOWA	☑	☐	☐
KANSAS	☑	☐	☐
KENTUCKY	☐	☐	☐
LOUISIANA	☑	☐	☐
MAINE	☐	☐	☐
MARYLAND	☑	☐	☐
MASSACHUSETTS	☐	☐	☐
MICHIGAN	☑	☑	☐
MINNESOTA	☐	☐	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☐	☐	☐
MONTANA	☐	☐	☐
NEBRASKA	☐	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☐	☐	☐
NEW JERSEY	☐	☐	☐
NEW MEXICO	☑	☐	☐
NEW YORK	☑	☐	☐
NORTH CAROLINA	☐	☐	☐
NORTH DAKOTA	☐	☐	☐
OHIO	☐	☐	☐
OKLAHOMA	☐	☐	☐
OREGON	☑	☐	☐
PENNSYLVANIA	☑	☐	☐
RHODE ISLAND	☑	☐	☐
SOUTH CAROLINA	☐	☐	☐
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☐	☐	☐
TEXAS	☑	☐	☐
UTAH	☑	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☐	☐	☐
WASHINGTON	☐	☐	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☐	☐	☐
WYOMING	☑	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

BASIC: Basic Adaptable Skills for the Individual Child

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Candace Tobin	Director	50%
Deb Larson	Trainer	100%
Bev Lundgren	Trainer	100%
Mary Anne Birkey	Public Relations	50%

Basic Features Adopter Needs To Put Into Operation

- Appropriate materials in place
- Program testing procedures strictly followed
- Students conducting themselves according to standards set by the D/D in the areas of self-management and material usage

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR (X) LONGER (SPECIFY) if involves all components

Presentation includes slide-tape, materials, lecture, and videotape.

TRAINING: ( ) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Adopter may travel to D/D site. Training in PEP component requires two to four days, training in reading component requires two to three days, and training in math component requires two days.

EVALUATION:

Adopters are expected to administer standardized pre- and posttests.

FOLLOW-UP:

D/D provides five days of technical assistance to adopters of PEP and reading components, and three days of technical assistance to adopters of math component.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☒	☐
TRAINING	☒	☐	☒	☐
EVALUATION	☒	☐	☐	☒
CURRICULUM	☒	☐	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Project BASIC slide-tape presentation, sample materials, and videotapes. D/D has audio visual equipment.

TRAINING: Training manuals, videotapes, testing, and sample materials.

Adoption Agreement

	YES	NO
SUPPLIED BY D/D	☒	☐
WILLING TO USE SF'S	☐	☐

PARTIES SIGNING

ADOPTER	D/D	SF	FUNDING AGENCY
☒	☒	☐	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
*Training at D/D site if possible	X		
*Training at LEA	X	X	
*Technical Assistance by D/D	X		

Adoption Expenses

START-UP COST OR RANGE: $ ____________ PER NUMBER OF PERSONS (SPECIFY): ____________

MAINTENANCE COST OR RANGE: $ ____________ PER NUMBER OF PERSONS (SPECIFY): ____________

PEP: $978.90, nonconsumables for 25 students
Primary IPI reading: $1,154.10, start-up for 25 students; $164.50, maintenance
Intermediate IPI reading: $737.04, nonconsumables for 25 students
IPI math: $15 per student, start-up; $10 per year per student, maintenance

Contact

Candace Tobin; Sibley School; Sixth and Grove; Montevideo, MN 56265. (612) 269-6471.

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES	STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐	NEBRASKA	☐	☐	☐
ALASKA	☐	☐	☐	NEVADA	☐	☐	☐
ARIZONA	☐	☐	☐	NEW HAMPSHIRE	☑	☐	☐
ARKANSAS	☐	☐	☐	NEW JERSEY	☐	☐	☐
CALIFORNIA	☐	☐	☐	NEW MEXICO	☐	☐	☐
COLORADO	☐	☐	☐	NEW YORK	☐	☐	☐
CONNECTICUT	☐	☐	☐	NORTH CAROLINA	☐	☐	☐
DELAWARE	☐	☐	☐	NORTH DAKOTA	☑	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐	OHIO	☐	☐	☐
FLORIDA	☑	☐	☐	OKLAHOMA	☐	☐	☐
GEORGIA	☐	☐	☐	OREGON	☐	☐	☐
HAWAII	☐	☐	☐	PENNSYLVANIA	☐	☐	☐
IDAHO	☐	☐	☐	RHODE ISLAND	☐	☐	☐
ILLINOIS	☐	☐	☐	SOUTH CAROLINA	☐	☐	☐
INDIANA	☐	☐	☐	SOUTH DAKOTA	☑	☐	☐
IOWA	☐	☐	☐	TENNESSEE	☐	☐	☐
KANSAS	☐	☐	☐	TEXAS	☐	☐	☐
KENTUCKY	☐	☐	☐	UTAH	☐	☐	☐
LOUISIANA	☐	☐	☐	VERMONT	☐	☐	☐
MAINE	☐	☐	☐	VIRGINIA	☐	☐	☐
MARYLAND	☐	☐	☐	WASHINGTON	☑	☐	☐
MASSACHUSETTS	☑	☐	☐	WEST VIRGINIA	☐	☐	☐
MICHIGAN	☐	☐	☐	WISCONSIN	☐	☐	☐
MINNESOTA	☑	☐	☐	WYOMING	☐	☐	☐
MISSISSIPPI	☐	☐	☐	VIRGIN ISLANDS	☐	☐	☐
MISSOURI	☐	☐	☐	PUERTO RICO	☐	☐	☐
MONTANA	☐	☐	☐				

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PROJECT INFORMATION SHEET

Project

CALIFORNIA MIGRANT TEACHER ASSISTANT CORPS: California Mini-Corps

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Herbert C. White	State Director: administration of the Mini-Corps program	10%
Jesse Camacho	Associate Director: university programs, curriculum, and instruction	10%
Isidro Tarango	Associate Director: community college programs and supportive services	10%
Joseph P. Rice	Associate Director, NDN Project Director: evaluation	30%
Miguel Z. Munoz	Migrant Information Associate, NDN Project Assistant: public relations	50%

Basic Features Adopter Needs To Put Into Operation

- Recruitment of disadvantaged, bilingual, cross-cultural college students planning to be teachers.
- Training of these students so that they acquire special tutorial skills in such subjects as oral language development, classroom management techniques, bilingual instruction, and math.
- Supplying of these bilingual teacher assistants to elementary and secondary classroom teachers to provide tutoring, small-group instructional services, and supportive services to migrant and other disadvantaged pupils.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

Awareness presentation by a member of the Mini-Corps administrative staff includes an historical overview of the program and a statement of program objectives. Also included is a 16mm film that depicts the kinds of activities involved with the teacher assistants. The presentation centers around four basic elements for operating this unique teacher assistant program: the recruitment of the students, how they are trained, how they are supervised, and how they are evaluated.

TRAINING: ( ) 1-2 DAYS (X) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Training session involves members of the certificated staff at Mini-Corps who will train the college coordinators and the administrators of the newly adopted program. Training includes how to recruit students (recruitment materials supplied and modified when necessary); the training and supervising of teacher assistants; and the evaluation process, with illustration of available evaluation materials.

EVALUATION:

The California Mini-Corps will be responsible for accumulating, analyzing, and reporting back to the adopters three levels of information as follows: (1) quarterly reports of the attainment of organizational objectives, including collection of adopter satisfaction indices of the training rendered and the programs produced; (2) semiannual management evaluation reports summarizing the effectiveness of adopter management and supervision practices; and (3) annual practitioner (teacher assistant) performance ratings, workloads delivered, pupil (client) outcomes, and reports.

FOLLOW-UP:

Follow-up services for recruitment, training, supervising, and evaluation will be provided by Mini-Corps administrative staff. Length of time for the follow-up services will vary, depending on the needs of adopter. Costs for providing follow-up services will be shared.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☐	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☒	☐	☐
CURRICULUM	☒	☒	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Overhead projector; 16mm film projector and screen.

TRAINING: Overhead projector and screen; Sony open reel 1/2" video tape recorder with an 18-inch TV/monitor.

Adoption Agreement

	YES	NO
SUPPLIED BY D/D	☒	☐
WILLING TO USE SF'S	☒	☐

PARTIES SIGNING

ADOPTER	D/D	SF	FUNDING AGENCY
☒	☒	☐	☒

Activities Adopter Should Undertake To Implement Program

ACTIVITY	TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
		PARTICIPANTS	
• Attend awareness presentation		X	College Represent.
• Participate in initial training		X	College Coord.
• Participate in follow-up training		X	College Coord.
• Conduct evaluation of teacher assistants			College Coord.
• Establish contact with district superintendent		X	College Coord.
• Establish contact with school principal and teacher			College Coord.
• Conduct needs assessment			College Coord.
• Secure materials		X	College Coord.

Adoption Expenses

START-UP COST OR RANGE: $ 30,080(for the summer) PER NUMBER OF PERSONS (SPECIFY): 20 teacher assistants and 1 college coordinator

MAINTENANCE COST OR RANGE: $ 62,580 (for school year) PER NUMBER OF PERSONS (SPECIFY): 20 teacher assistants and 1 college coordinator

Costs for D/D's travel to adopter site and per diem will be negotiated.

Contact

Herbert C. White, Director, or Joseph P. Rice, Associate Director and NDN Project Director; California Mini-Corps; 2100 - 21st St.; Sacramento, CA 95818. (916) 739-1504.

PROJECT: CALIFORNIA MIGRANT TEACHER ASSISTANT CORPS: California Mini-Corps

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES	STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐	NEBRASKA	☐	☐	☐
ALASKA	☐	☐	☐	NEVADA	☐	☐	☐
ARIZONA	☐	☐	☐	NEW HAMPSHIRE	☐	☐	☐
ARKANSAS	☐	☐	☐	NEW JERSEY	☐	☐	☐
CALIFORNIA	☐	☑	☐	NEW MEXICO	☐	☐	☐
COLORADO	☐	☐	☐	NEW YORK	☐	☐	☐
CONNECTICUT	☐	☐	☐	NORTH CAROLINA	☐	☐	☐
DELAWARE	☐	☐	☐	NORTH DAKOTA	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐	OHIO	☐	☐	☐
FLORIDA	☐	☐	☐	OKLAHOMA	☐	☐	☐
GEORGIA	☐	☐	☐	OREGON	☐	☐	☐
HAWAII	☐	☐	☐	PENNSYLVANIA	☐	☐	☐
IDAHO	☐	☐	☐	RHODE ISLAND	☐	☐	☐
ILLINOIS	☐	☐	☐	SOUTH CAROLINA	☐	☐	☐
INDIANA	☐	☐	☐	SOUTH DAKOTA	☐	☐	☐
IOWA	☐	☐	☐	TENNESSEE	☐	☐	☐
KANSAS	☐	☐	☐	TEXAS	☐	☐	☐
KENTUCKY	☐	☐	☐	UTAH	☐	☐	☐
LOUISIANA	☐	☐	☐	VERMONT	☐	☐	☐
MAINE	☐	☐	☐	VIRGINIA	☐	☐	☐
MARYLAND	☐	☐	☐	WASHINGTON	☐	☑	☐
MASSACHUSETTS	☐	☐	☐	WEST VIRGINIA	☐	☐	☐
MICHIGAN	☐	☐	☐	WISCONSIN	☐	☐	☐
MINNESOTA	☐	☐	☐	WYOMING	☐	☐	☐
MISSISSIPPI	☐	☐	☐	VIRGIN ISLANDS	☐	☐	☐
MISSOURI	☐	☐	☐	PUERTO RICO	☐	☐	☐
MONTANA	☐	☐	☐				

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PROJECT INFORMATION SHEET

Project

PROJECT CAP: Boston Mountains Educational Cooperative's Career Awareness Program

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Jeanne Leffler	Project Director	25%
Martha Rothrock	Assistant Project Director	50%

Basic Features Adopter Needs To Put Into Operation

- Training workshop attended by teachers
- Evidence that pretest has been given and scores recorded
- Evidence that materials (career awareness activity packets) have been and are being used as designed
- Evidence of career awareness enrichment activities

Services/Resources

AWARENESS: ( ) 1/2 HOUR (X) 45 MINUTES ( ) 1 HOUR ( ) LONGER (SPECIFY)

Awareness presentation covers the following: what Project CAP is with slides, overhead transparencies, and audience participation; what's involved in CAP; the structure of the program, with overhead transparencies, audience participation, and simulation group work; and how Project CAP can be adopted. The length of the program and the emphasis can be varied, depending on the audience.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Training is in two parts. Part I consists of: introduction to Project CAP; career education survey; setting a background -- film and discussion groups; occupation quiz; and structure and materials -- infusing CAP into curriculum and developing a lesson plan. Part II consists of: enrichment activities; planning for infusion; evaluation and record keeping; questions and answers; survey review; and workshop evaluation.

For the planning session, teachers will need the major textbooks that are to be used in the coming school year.

EVALUATION:

Pre/post Career Awareness Test for students suppplied by project and administered by adopter; impact data posttest -- the Career Knowledge Test or the Orientation to Career Concepts/Worker Activities Scale published by Evaluative Research Associates, Inc., St. Louis, Missouri -- administered by adopter at end of two years (if part of sample). Teacher and principal quarterly reports and teacher-principal survey also included.

FOLLOW-UP:

Follow-up services provided as long as necessary. Newsletters, monographs, telephone calls, on-site visits by project CAP staff. Individual conferences and group meetings are utilized, depending on indicated need. Adopter is asked to bear cost of a minimum of one follow-up visit. D/D attempts to arrange these visits when in the state for other visits or training.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☒	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☒	☐	☒
CURRICULUM	☒	☒	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Project CAP asks that the SF provide slide carousel, tape recorder, and overhead projector.

TRAINING: 16mm film projector, overhead projector, work space with tables for participants

Adoption Agreement

	YES	NO
SUPPLIED BY D/D	☒	☐
WILLING TO USE SF'S	☐	☐

PARTIES SIGNING

ADOPTER	D/D	SF	FUNDING AGENCY
☒	☒	☐	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Attend awareness sessions	X	X	
• Conduct needs assessment	X	X	
• Secure required materials in sufficient quantities	X	X	
• Participate in initial training and follow-up training	X	X	
• Administer pretest	X	X	
• Infuse instructional materials into curriculum as designed	X		
• Submit records on usage as outlined in manual	X		
• Administer posttest	X	X	
• Submit data to designated persons	X		

Adoption Expenses

START-UP COST OR RANGE: $ 5.50 - $6.50 PER NUMBER OF PERSONS (SPECIFY): one child

MAINTENANCE COST OR RANGE: $ 2.50 - $5 PER NUMBER OF PERSONS (SPECIFY): one child

Start-up costs are based on 25 students per classroom and a school of 15-20 teachers. These costs include travel, meals, and lodging for consultant for training at adopting site as well as a complete set of training, curriculum, and testing materials for each participating teacher and child. The materials are $4 per pupil, $5 per teacher, and $3 per administrator. Costs of awareness sesions might be defrayed by SF or negotiated.

Contact

Jeanne Leffler, Director, or Martha Rothrock, Assistant Director; Project CAP: Box 13; Greenland, AR 72737.
(501) 443-3336.

PROJECT: PROJECT CAP: Boston Mountains Educational Cooperative's Career Awareness Program

10-S

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES	STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐	NEBRASKA	☑	☐	☐
ALASKA	☐	☐	☐	NEVADA	☐	☐	☐
ARIZONA	☐	☐	☐	NEW HAMPSHIRE	☐	☐	☐
ARKANSAS	☑	☐	☐	NEW JERSEY	☐	☐	☐
CALIFORNIA	☐	☐	☐	NEW MEXICO	☐	☐	☐
COLORADO	☐	☐	☐	NEW YORK	☐	☐	☐
CONNECTICUT	☐	☐	☐	NORTH CAROLINA	☐	☐	☐
DELAWARE	☐	☐	☐	NORTH DAKOTA	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐	OHIO	☐	☐	☐
FLORIDA	☐	☐	☐	OKLAHOMA	☐	☐	☐
GEORGIA	☑	☐	☐	OREGON	☐	☐	☐
HAWAII	☐	☐	☐	PENNSYLVANIA	☐	☐	☐
IDAHO	☐	☐	☐	RHODE ISLAND	☐	☐	☐
ILLINOIS	☑	☐	☐	SOUTH CAROLINA	☐	☐	☐
INDIANA	☐	☐	☐	SOUTH DAKOTA	☐	☐	☐
IOWA	☐	☐	☐	TENNESSEE	☐	☐	☐
KANSAS	☐	☐	☐	TEXAS	☐	☐	☐
KENTUCKY	☐	☐	☐	UTAH	☐	☐	☐
LOUISIANA	☐	☐	☐	VERMONT	☐	☐	☐
MAINE	☐	☐	☐	VIRGINIA	☑	☐	☐
MARYLAND	☐	☐	☐	WASHINGTON	☑	☐	☐
MASSACHUSETTS	☑	☐	☐	WEST VIRGINIA	☐	☐	☐
MICHIGAN	☑	☐	☐	WISCONSIN	☐	☐	☐
MINNESOTA	☐	☐	☐	WYOMING	☐	☐	☐
MISSISSIPPI	☑	☑	☐	VIRGIN ISLANDS	☐	☐	☐
MISSOURI	☐	☐	☐	PUERTO RICO	☐	☐	☐
MONTANA	☐	☐	☐				

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PROJECT INFORMATION SHEET

Project

CAREER DEVELOPMENT PROGRAMS

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Nick Topougis	Director: Career Education Program	25%
Jerry Ryan	NDN Program Coordinator	75%

Basic Features Adopter Needs To Put Into Operation

- Management procedure
- Inservice training
- Community collaboration
- Career guidance activities
- Curriculum infusion activities
- Evaluation

Services/Resources

AWARENESS: ( ) 1/2 HOUR (X) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

NDN awareness conference, 45-60 minutes: Program overview by D/D site staff; discussion of major components of program to be adopted; program materials displayed.
Project Site Awareness, one and one-half to two days.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

D/D site training: Key members from adopting site obtain comprehensive view of program and visit local project sites to observe program implementation. Planning for adopter training is finalized with D/D staff and adopting site staff.
Adopter site training: D/D staff provide two days of training in selected elements, topics determined by adopter's plan for adoption.

EVALUATION:

D/D evaluates effectiveness of awareness presentation and adopter site and D/D site visit. Evaluation of training at adopting site is conducted by D/D and SFs. D/D provides regular consulting services for determining program impact on students, teachers, counselors, and curriculum at adopting site. Ohio Career Development test can be used to determine student impact in second or third year of adoption. All evaluations conducted by adopter with D/D consulting assistance.

FOLLOW-UP:

D/D provides additional training (expenses must be paid), assists adopter in developing local training program to ensure continued growth of program, provides adopter with one set of descriptive materials at no cost and continues to provide materials as developed at D/D site, helps adopter to develop materials for own site, and assists adopter with formative and summative evaluations. Follow-up service provided up to five years by D/D staff (costs shared).

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☒
TRAINING	☒	☒	☒	☒
EVALUATION	☒	☒	☐	☒
CURRICULUM	☒	☒	☒	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Program brochure and program overview, outline, local curriculum and guidance materials for display, overhead projector, screen

TRAINING: Curriculum and guidance materials, implementation handbooks, overhead projector, screen, 16mm sound film projector (no preference on equipment)

Adoption Agreement

	YES	NO	PARTIES SIGNING			
			ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☐	☐	☒	☒	☒	☒

Activities Adopter Should Undertake To Implement Program

	PARTICIPANTS		
ACTIVITY	TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
° Attend awareness session	X	X	Board Members
° Contact D/D site for further program information and adoption details	X	X	Counselors
° Schedule D/D site visit, two days (optional but desirable)	X	X	X
° Appoint a D/D site liaison person		X	X
° Complete a local adoption plan (dates of training, technical assistance, etc.)	X	X	X
° Purchase adequate D/D materials		X	
° Implement adopted components involved in local adoption plan	X	X	X
° Conduct on-site training	X	X	X
° Collect data on program effectiveness	X	X	X

Adoption Expenses

START-UP COST OR RANGE: $ 10-$15 PER NUMBER OF PERSONS (SPECIFY): per student

MAINTENANCE COST OR RANGE: $ 8-$10 PER NUMBER OF PERSONS (SPECIFY):

Per student cost depends on size of school district and adopter's approach to implementation. Most important is communication with D/D to obtain direction on program expenses. Staff training and purchase of suggested classroom supplemental materials are the major costs. Adopter can negotiate travel, meals, and lodging costs with SFs.

Contact

Nick Topougis, Director of Career Education Programs, or Jerry Ryan, Project Coordinator; 65 Steiner Ave.; Akron, OH 44301. (216) 434-3404.

TRAINERS LISTING

Project: CAREER DEVELOPMENT PROGRAMS

Selection Process: Trainers must have been career coordinator in the D/D Career Education Program and received orientation to the NDN. They must participate in the local site training program for adopting site's personnel and communicate with the adopting site on characteristics of participants to be trained and needs of group.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
	Trainers have no training condition or group size preference and will train counselors, administrators, teachers											
Diane Greene Akron, OH	Summer 1980		X							X		X
Mary Lou Griffin Akron, OH	Summer 1980		X			X	X	X	X	X		X
Roberta Ryan Akron, OH	Summer 1980		X			X	X	X	X	X		X
Fred Zeller Akron, OH	Summer 1980		X			X	X	X	X	X		X

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☐	☐	☐
ARKANSAS	☐	☐	☐
CALIFORNIA	☐	☐	☐
COLORADO	☐	☐	☐
CONNECTICUT	☐	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☐	☐	☐
GEORGIA	☐	☐	☐
HAWAII	☐	☐	☐
IDAHO	☐	☐	☐
ILLINOIS	☐	☐	☐
INDIANA	☑	☐	☐
IOWA	☐	☐	☐
KANSAS	☐	☐	☐
KENTUCKY	☐	☐	☐
LOUISIANA	☐	☐	☐
MAINE	☐	☐	☐
MARYLAND	☐	☐	☐
MASSACHUSETTS	☐	☐	☐
MICHIGAN	☐	☐	☐
MINNESOTA	☐	☐	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☐	☐	☐
MONTANA	☑	☐	☐
NEBRASKA	☐	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☑	☐	☐
NEW JERSEY	☐	☐	☐
NEW MEXICO	☐	☐	☐
NEW YORK	☐	☐	☐
NORTH CAROLINA	☐	☐	☐
NORTH DAKOTA	☐	☐	☐
OHIO	☐	☑	☐
OKLAHOMA	☐	☐	☐
OREGON	☐	☐	☐
PENNSYLVANIA	☐	☐	☐
RHODE ISLAND	☑	☐	☐
SOUTH CAROLINA	☐	☐	☐
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☐	☐	☐
TEXAS	☐	☐	☐
UTAH	☐	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☐	☐	☐
WASHINGTON	☑	☐	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☐	☐	☐
WYOMING	☐	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

CAREER EDUCATION RESPONSIVE TO EVERY STUDENT (CERES)

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Virginia Lish	Director	25%
Local staff	Field Agents: awareness, training, follow-up	46%

Basic Features Adopter Needs To Put Into Operation

- Select site coordinator
- Provide 45-60 minutes staff development monthly
- Conduct weekly activity in self-awareness, simulation, or Reality Land
- Hold biweekly class or small-group discussion
- Maintain monthly community resources schedule
- Implement infusion strategy (basic skills integration)

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

A minimum of one hour is necessary for overview of project and target audience, brief rationale, sample instructional materials/strategies (audience participating if time allows), review of evaluation data, slide-tape of Reality Land, economic simulation, and requirements for adoption. The presentation can be adjusted to needs of group or adopter and time available.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Participants include teachers and administrator(s). Two rooms are needed when group exceeds 15. Participants begin with a needs assessment and overview and awareness. Instructional activities and strategies are introduced and practiced. Assessment procedures and instruments are reviewed. Training can be adjusted to the needs of the adopter.

EVALUATION:

Adopters are expected to gather student data using CERES instrument. Pre/posttesting is expected but posttesting only is acceptable. Data analysis is the responsibility of adopter. Plan for evaluation of training should be reviewed before it is administered. SF expected to forward evaluation data to D/D.

FOLLOW-UP:

Follow-up services available as long as necessary. Adopter assumes costs.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☐	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☒	☐	☐
CURRICULUM	☒	☒	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Overhead projector, carousel slide projector, and tape recorder.

TRAINING: Overhead projector, carousel slide projector, tape recorder, and miscellaneous supplies (felt tip pens, glue).

Adoption Agreement

	YES	NO	PARTIES SIGNING: ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☒	☐	☒	☒	☐	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS: TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
° Attend awareness	X	X	
° Attend training	X	X	Coordinator
° Administer tests	X		
° Acquire instructional materials		X	
° Monitor activities		X	Coordinator

Adoption Expenses

START-UP COST OR RANGE: $ ________ PER NUMBER OF PERSONS (SPECIFY): ________

MAINTENANCE COST OR RANGE: $ ________ PER NUMBER OF PERSONS (SPECIFY): ________

Start-up costs include two days of required training (adopter assumes costs of teacher release time), one set of materials per teacher ($100 each), optional supplies and materials ($25-$75 per teacher), and services of site coordinator three to four days each month to collect data (costs vary with district; may include stipend, overtime, release time, reassignment of duties). Maintenance costs include two to three hours each month for inservice training for site coordinator (costs vary with district), and duplication of materials (estimated at $25 per class).

Contact

Virginia H. Lish, Curriculum Specialist; Ceres Unified School District; P.O. Box 307; Ceres, CA 95307.
(209) 538-0148.

PROJECT: CAREER EDUCATION RESPONSIVE TO EVERY STUDENT (CERES)

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES	STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐	NEBRASKA	☐	☐	☐
ALASKA	☐	☐	☐	NEVADA	☐	☐	☐
ARIZONA	☑	☐	☐	NEW HAMPSHIRE	☐	☐	☐
ARKANSAS	☐	☐	☐	NEW JERSEY	☐	☐	☐
CALIFORNIA	☐	☐	☐	NEW MEXICO	☐	☐	☐
COLORADO	☐	☐	☐	NEW YORK	☐	☐	☐
CONNECTICUT	☐	☐	☐	NORTH CAROLINA	☐	☐	☐
DELAWARE	☐	☐	☐	NORTH DAKOTA	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐	OHIO	☐	☐	☐
FLORIDA	☐	☐	☐	OKLAHOMA	☐	☐	☐
GEORGIA	☐	☐	☐	OREGON	☐	☐	☐
HAWAII	☑	☐	☐	PENNSYLVANIA	☐	☐	☐
IDAHO	☐	☐	☐	RHODE ISLAND	☐	☐	☐
ILLINOIS	☐	☐	☐	SOUTH CAROLINA	☐	☐	☐
INDIANA	☐	☐	☐	SOUTH DAKOTA	☐	☐	☐
IOWA	☐	☐	☐	TENNESSEE	☐	☐	☐
KANSAS	☐	☐	☐	TEXAS	☐	☐	☐
KENTUCKY	☐	☐	☐	UTAH	☐	☐	☐
LOUISIANA	☐	☐	☐	VERMONT	☐	☐	☐
MAINE	☐	☐	☐	VIRGINIA	☑	☐	☐
MARYLAND	☐	☐	☐	WASHINGTON	☑	☐	☐
MASSACHUSETTS	☐	☐	☐	WEST VIRGINIA	☐	☐	☐
MICHIGAN	☐	☐	☐	WISCONSIN	☐	☐	☐
MINNESOTA	☐	☐	☐	WYOMING	☐	☐	☐
MISSISSIPPI	☐	☐	☐	VIRGIN ISLANDS	☐	☐	☐
MISSOURI	☐	☐	☐	PUERTO RICO	☐	☐	☐
MONTANA	☐	☐	☐				

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PROJECT INFORMATION SHEET

Project

PROJECT CATCH-UP

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Fay Harbison	Director	40%
Barbara Magnusson	Lead teacher	66%
Katherine Bazacas	Lead teacher	100%

Basic Features Adopter Needs To Put Into Operation

- A laboratory setting (any size)
- Diagnostic tests in reading and/or math skills
- High-interest materials
- Staff working with students individually or in small groups

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

Sessions describe the essential elements of the program, why it works with children, and its four principal components. A brief slide-tape show introduces the children, takes the audience into the lab, and emphasizes the project's positive philosophy. Use of motivational games, methods, and techniques for gaining support from parents, the students, and classroom teachers, as well as the no-cost materials available, are explained. Three kinds of inservice are reviewed -- on-site, off-site, and long distance via filmstrips and cassette tapes.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Inservice at the home site is preferred only because all materials are readily available there. Children are in action and other staff members can participate. Inservice at adopting school sites reviews why the program works, techniques for implementing each component, how to anticipate and solve problems, and enlisting teacher and parent support. Diagnosing and teaching to specific skills is reviewed in detail as is the "two-seconds-a-day" bookkeeping system, selection of students, scheduling, involving parents, games and the elimination of negative influences, and "make and take" materials.

EVALUATION:

Diagnostic testing is an integral part of the instructional program. Besides providing test results that show continuous patterns of the growth in children, pre- and posttesting by means of standardized tests also allows the staff to measure rate of growth as compared to national or state norms. Normative testing to measure the skills taught consumes very little time. Recording all data in the system takes no more than two seconds a day per child.

FOLLOW-UP:

Follow-up services are available in the form of additional inservice, telephone consultation via the project's "hot line," or long distance slide/tape program.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS*	☒	☐	☒	☐
TRAINING*	☒	☒	☒	☐
EVALUATION	☒	☐	☐	☐

*Since Project Catch-Up was once packaged to be adopted with no person-to-person contact with the originator, awareness and training can be accomplished through review of printed materials and use of filmstrips and tapes.

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Equipment for a synchronized slide/tape show -- Kodak Ectagraphic AF2, Wollensak 2550, and one screen

TRAINING: Filmstrip projector and equipment for a synchronized slide/tape show -- Kodak Ectagraphic AF2, Wollensak 2550, and one screen

Adoption Agreement

			PARTIES SIGNING			
	YES	NO	ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☒	☐	☒	☒	☐	☐

Activities Adopter Should Undertake To Implement Program

	PARTICIPANTS		
ACTIVITY	TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
° Review the project to match student needs	X	X	
° Secure administrative approval on adoption agreement		X	
° Select staff and space		X	
° Schedule one of three kinds of inservice		X	
° Review materials supplied by D/D	X	X	
° Complete inservice	X	X	
° Implement program	X	X	
° Request follow-up service as needed	X		

Adoption Expenses

START-UP COST OR RANGE: $ 50 - $5,000 PER NUMBER OF PERSONS (SPECIFY): 100
MAINTENANCE COST OR RANGE: $ 50 - $300 PER NUMBER OF PERSONS (SPECIFY): 100

Project Catch-Up can be implemented with one 50¢ diagnostic test in math per child. To implement reading and math together, $2.30 per child is needed for basic diagnostic tests. However, additional funds are recommended to build the lab's instructional materials collection. The average adopter spends $2,400 the first year for new materials and tests. Some Title IV-C grants make $10,000 available for purchase of a wide variety of materials, equipment, and inservice. All Project Catch-Up catalogs and "how-to" guides are free.

Contact

Fay Harbison, Director; Project Catch-Up; Newport-Mesa Unified School District; P.O. Box 1368; Newport Beach, CA 92663. (714) 760-3300.

TRAINERS LISTING

Project: PROJECT CATCH-UP

Selection Process: Turnkey trainers are selected from enthusiastic adopters who have implemented a very successful program and who have expressed an interest in National Diffusion Network goals. Each has participated in training in the adopting district as well as at the original site in Newport-Mesa and each has participated in turnkey inservice.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Melody Highlen Sanders, AZ	Fall 1979; experience with elementary, rural, small and large groups, teachers and administrators, and large percentage Navajo population. Four colorful labs are available in this school on Route 66 just off the Navajo reservation in Northern Arizona. Excellent for districts with Indian students.	X	X			X		X	X		X	X
Barbara Bowen Riverside, CA	Spring 1979; experience with elementary, suburban and large city, small and large groups, teachers and administrators, and many ethnic groups represented.	X	X		X	X		X	X		X	X
Joe Draper Wayne City, IL	Fall 1977; experience with elementary, rural, small and large groups, and teachers and administrators. Adopted Project Catch-Up in 1975. Has provided awareness and inservice for more than 50 Illinois school districts.	X	X	X	X	X		X	X		X	X
Norma Rogers Bloomington, IN	Spring 1979; experience with elementary, rural and suburban, small and large groups, and teachers and administrators.	X	X		X	X		X	X		X	X
Ted Melloh Burnsville, MN	Spring 1978; experience with junior high school, suburban, small and large groups, and teachers and administrators.	X	X			X		X	X		X	X
John Roche Blauvelt, NY	Spring 1980; experience with elementary, suburban, small and large groups, and teachers and administrators.	X	X		X	X		X	X		X	X
R. J. Euckert Holgate, OH	Spring 1980; experience with elementary, rural, small and large groups, teachers and administrators, and high concentration of Hispanics.	X	X		X	X		X	X		X	X
Barbara Wilson Oklahoma City, OK	Spring 1979; experience with elementary, urban, small and large groups, and teachers and administrators. Excellent example of private school adoption.	X	X			X		X	X		X	X
Gary Bowman Langhorne, PA	Spring 1978; experience with elementary, suburban, small and large groups, and teachers and administrators. Recently chosen to be filmed on TV because of colorful lab.	X	X		X	X		X	X		X	X
Linda Creque St. Thomas, VI	Spring 1980; experience with elementary, suburban, small and large groups, and teachers and administrators. Colorful adoption available to Virgin Islands and other offshore districts.	X	X			X		X	X		X	X
Jan Jonasson Ferndale, WA	Spring 1978; experience with elementary, rural and suburban small and large groups, and teachers and administrators.	X	X			X		X	X		X	X

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ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☑	☐	☑
ALASKA	☑	☐	☐
ARIZONA	☑	☐	☑
ARKANSAS	☑	☐	☐
CALIFORNIA	☑	☐	☑
COLORADO	☑	☐	☐
CONNECTICUT	☑	☐	☐
DELAWARE	☑	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☐	☐	☐
GEORGIA	☑	☐	☐
HAWAII	☐	☐	☐
IDAHO	☑	☐	☐
ILLINOIS	☑	☐	☑
INDIANA	☑	☐	☐
IOWA	☑	☐	☐
KANSAS	☑	☐	☐
KENTUCKY	☑	☐	☐
LOUISIANA	☐	☐	☐
MAINE	☑	☐	☐
MARYLAND	☑	☐	☐
MASSACHUSETTS	☑	☐	☐
MICHIGAN	☑	☐	☐
MINNESOTA	☑	☐	☑
MISSISSIPPI	☑	☐	☐
MISSOURI	☑	☐	☐
MONTANA	☑	☐	☐
NEBRASKA	☑	☐	☑
NEVADA	☑	☐	☐
NEW HAMPSHIRE	☑	☐	☐
NEW JERSEY	☑	☐	☐
NEW MEXICO	☑	☐	☐
NEW YORK	☑	☐	☑
NORTH CAROLINA	☑	☐	☐
NORTH DAKOTA	☑	☐	☐
OHIO	☑	☐	☑
OKLAHOMA	☑	☐	☑
OREGON	☑	☐	☐
PENNSYLVANIA	☑	☐	☑
RHODE ISLAND	☑	☐	☐
SOUTH CAROLINA	☑	☐	☐
SOUTH DAKOTA	☑	☐	☐
TENNESSEE	☑	☐	☐
TEXAS	☑	☐	☐
UTAH	☑	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☑	☐	☐
WASHINGTON	☑	☐	☑
WEST VIRGINIA	☑	☐	☐
WISCONSIN	☑	☐	☐
WYOMING	☑	☐	☐
VIRGIN ISLANDS	☑	☐	☐
PUERTO RICO	☑	☐	☐

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PROJECT INFORMATION SHEET

Project

CATCH UP - KEEP UP

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Robert G. Hamil	Director	10%
James L. Neeley	Coordinator	100%
Rosemary Mogge	Secretary	100%

Basic Features Adopter Needs To Put Into Operation

- Reading specialists teach students reading two or more years below grade level in pull-out reading lab.
- Instruction is individualized through low student-teacher ratio and use of the Flowing Wells Reading Support System (a sequential instructional management system measuring performance objectives with criterion-referenced tests) and a variety of instructional materials, equipment, approaches, and strategies.
- In inservice component, reading specialists teach target children in regular classrooms; reading specialists and regular classroom teachers in grades K-6, content area teachers in grades 7-12 develop a reading program for teachers' regular students.
- Regularly scheduled conferences and occasional home visits maintain parent involvement.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR (X) LONGER (SPECIFY) see below

Awareness presentation can be adapted to time available. D/D prefers a 60- to 90-minute format.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

( ) D/D CAN TRAVEL TO ADOPTER SITE (X) ADOPTER MUST TRAVEL TO D/D SITE

Normally, two days are sufficient, though some districts need three.

EVALUATION:

Program is evaluated by administrators, teachers, and parents. Students are posttested with the Gates-MacGinitie reading test.

FOLLOW-UP:

D/D prefers to provide follow-up at least once a year, at which time program effectiveness can be monitored and additional training be given as needed, but districts requesting follow-up twice a year can be accommodated.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☒	☐
TRAINING	☒	☐	☒	☐
EVALUATION	☐	☐	☐	☐
CURRICULUM	☒	☒	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Carousel slide projector, overhead projector, screen, extension cords

TRAINING: Overhead projector, screen, extension cords

Adoption Agreement

	YES	NO	PARTIES SIGNING ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☐	☒	☒	☒	☐	☐

Activities Adopter Should Undertake To Implement Program

	PARTICIPANTS		
ACTIVITY	TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Demonstrate administrative and instructional staff support	X	X	
• Participate in start-up training workshop at D/D site			Reading Spec.
• Identify qualified reading specialists and aides		X	
• Organize reading lab; obtain instructional materials, supplies, supplementary reading materials			Reading Spec.
• Select and diagnose students	X		Reading Spec.
• Use diagnostic/prescriptive teaching strategies			Reading Spec.
• Establish classroom teacher inservice component	X		Reading Spec.
• Develop evaluation plan	X	X	Reading Spec.

Adoption Expenses

START-UP COST OR RANGE: $ ____________ PER NUMBER OF PERSONS (SPECIFY): ____________

MAINTENANCE COST OR RANGE: $ ____________ PER NUMBER OF PERSONS (SPECIFY): ____________

Costs vary with school and district's material resources. Flowing Wells School District spends at least $400 per pupil per year on reading. This figure includes teachers, time, and materials.

Contact

James L. Neeley, Coordinator; Dissemination Project; Project Catch Up - Keep Up; Flowing Wells School; 1444 W. Prince Rd.; Tucson, AZ 85705. (602) 887-1100, ext. 232.

PROJECT: CATCH UP - KEEP UP

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☑	☐	☐
ARKANSAS	☐	☐	☐
CALIFORNIA	☐	☐	☐
COLORADO	☐	☐	☐
CONNECTICUT	☑	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☐	☐	☐
GEORGIA	☐	☐	☐
HAWAII	☑	☐	☐
IDAHO	☐	☐	☐
ILLINOIS	☑	☐	☐
INDIANA	☐	☐	☐
IOWA	☐	☐	☐
KANSAS	☐	☐	☐
KENTUCKY	☐	☐	☐
LOUISIANA	☐	☐	☐
MAINE	☐	☐	☐
MARYLAND	☐	☐	☐
MASSACHUSETTS	☐	☐	☐
MICHIGAN	☐	☐	☐
MINNESOTA	☑	☐	☐
MISSISSIPPI	☑	☐	☐
MISSOURI	☐	☐	☐
MONTANA	☑	☐	☐
NEBRASKA	☐	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☐	☐	☐
NEW JERSEY	☐	☐	☐
NEW MEXICO	☐	☐	☐
NEW YORK	☐	☐	☐
NORTH CAROLINA	☐	☐	☐
NORTH DAKOTA	☐	☐	☐
OHIO	☐	☐	☐
OKLAHOMA	☐	☐	☐
OREGON	☑	☐	☐
PENNSYLVANIA	☑	☐	☐
RHODE ISLAND	☐	☐	☐
SOUTH CAROLINA	☐	☐	☐
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☑	☐	☐
TEXAS	☐	☐	☐
UTAH	☐	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☑	☐	☐
WASHINGTON	☐	☐	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☐	☐	☐
WYOMING	☐	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

CENTRAL INSTITUTE FOR THE DEAF EARLY EDUCATION PROJECT

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Audrey Simmons-Martin	Director: assumes overall responsibility for project	5%
Patricia A. Gilliam	Co-Director: directs activities at model site	70%
Susan McCarthy	Trainer: coordinates all components of model at replication sites	30%
Marilyn Goldwasser	Implementor: plans and supervises training at model site	20%

Basic Features Adopter Needs To Put Into Operation

- ° Weekly family session assists parents to assume their natural role as child's primary language teacher.
- ° Ongoing audiological, linguistic, and psychometric testing provide data for educational management.
- ° Nursery classes follow a typical nursery curriculum with an emphasis of language behavior for children age 2 and older.
- ° Parent meetings provide information about children's handicapping conditions and related concerns and opportunities for sharing ideas, feelings, and problems.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

Discussion, supplemented by media, is used to describe the program's language learning philosophy, the model's components, and their synergistic effect on the habilitation process. Time is allotted for questions from participants.

TRAINING: ( ) 1-2 DAYS ( ) 3-4 DAYS (X) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE (X) ADOPTER MUST TRAVEL TO D/D SITE

Discussion supplemented by media is used to describe the program's language learning philosophy, the model's components, and their synergistic effect on the habilitation process. Time is allotted for questions from participants.

EVALUATION:

Adopter uses Scales of Early Communication Skills, a project-developed criterion-referenced measure, to evaluate children's language growth. Adopter collects and analyzes data twice annually.

FOLLOW-UP:

Follow-up services are provided for three years prior to evaluation. Services include loan of supplementary instructional materials, periodic consultation, monitoring, adopter-site workshops, adopter staff follow-up visit to D/D site, and evaluation. At the end of three years, D/D assumes that an ongoing cooperative relationship will have been established with the "independent" adopter.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☐	☐
TRAINING	☐	☐	☒	☒
EVALUATION	☒	☐	☐	☒
CURRICULUM	☐	☐	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: SF provides 1/2-inch reel-to-reel or 3/4-inch videocassette videotape equipment, a carousel slide projector, carousels, and screen.

TRAINING: Adopter supplies same equipment as required for awareness, plus overhead projector and blackboard.

Adoption Agreement

	YES	NO
SUPPLIED BY D/D	☒	☐
WILLING TO USE SF'S	☒	☐

PARTIES SIGNING

ADOPTER	D/D	SF	FUNDING AGENCY
☒	☒	☒	?

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
° Attend awareness session	X	X	
° Conduct needs assessment	X	X	
° Participate on initial training and technical assistance at adopter site	X	X	
° Participate in training and technical assistance at D/D site	X	X	Key Personnel

Adoption Expenses

START-UP COST OR RANGE: $ 4,335 PER NUMBER OF PERSONS (SPECIFY): per pupil

MAINTENANCE COST OR RANGE: $ 1,975 PER NUMBER OF PERSONS (SPECIFY): per pupil

Figures include training, equipment, consumables, salaries, and indirect costs. SF usually assumes at least part of cost of trainer's travel and lodging.

Contact

Audrey Simmons-Martin, Director; Early Education; Central Institute for the Deaf; 818 S. Euclid; St. Louis, MO 63110. (314) 652-3200.

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES	STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☑	☐	☐	NEBRASKA	☐	☐	☐
ALASKA	☐	☐	☐	NEVADA	☐	☐	☐
ARIZONA	☑	☐	☐	NEW HAMPSHIRE	☐	☐	☐
ARKANSAS	☐	☐	☐	NEW JERSEY	☐	☐	☐
CALIFORNIA	☐	☐	☐	NEW MEXICO	☐	☐	☐
COLORADO	☐	☐	☐	NEW YORK	☐	☐	☐
CONNECTICUT	☐	☐	☐	NORTH CAROLINA	☐	☐	☐
DELAWARE	☐	☐	☐	NORTH DAKOTA	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐	OHIO	☐	☐	☐
FLORIDA	☐	☐	☐	OKLAHOMA	☐	☐	☐
GEORGIA	☐	☐	☐	OREGON	☐	☐	☐
HAWAII	☐	☐	☐	PENNSYLVANIA	☑	☐	☐
IDAHO	☐	☐	☐	RHODE ISLAND	☐	☐	☐
ILLINOIS	☐	☐	☐	SOUTH CAROLINA	☐	☐	☐
INDIANA	☐	☐	☐	SOUTH DAKOTA	☐	☐	☐
IOWA	☐	☐	☐	TENNESSEE	☐	☐	☐
KANSAS	☐	☐	☐	TEXAS	☑	☐	☐
KENTUCKY	☐	☐	☐	UTAH	☐	☐	☐
LOUISIANA	☐	☐	☐	VERMONT	☐	☐	☐
MAINE	☐	☐	☐	VIRGINIA	☐	☐	☐
MARYLAND	☐	☐	☐	WASHINGTON	☐	☐	☐
MASSACHUSETTS	☐	☐	☐	WEST VIRGINIA	☐	☐	☐
MICHIGAN	☐	☐	☐	WISCONSIN	☐	☐	☐
MINNESOTA	☐	☐	☐	WYOMING	☐	☐	☐
MISSISSIPPI	☐	☐	☐	VIRGIN ISLANDS	☐	☐	☐
MISSOURI	☑	☐	☐	PUERTO RICO	☐	☐	☐
MONTANA	☐	☐	☐				

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PROJECT INFORMATION SHEET

Project

PROJECT CHILD: Comprehensive Help for Individual Learning Differences

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Gloria Mattera	Director: responsible for the overall project, both programmatic and fiscal	10%
Bob Lynch	Programs Liaison: dissemination activities	100%
Marion Gieseke	Secretary	50%

Basic Features Adopter Needs To Put Into Operation

Although a complex, multifaceted program designed to meet the needs of entire families, infants through adults, an adoption consists of implementing only the children's programs. Basic features of the program are: individualized or small-group instruction utilizing learning centers; teacher-made materials; field trips; and experiential learning which incorporates arts and crafts, basic skills, career awareness, health and nutrition, movement education, life-coping skills, and music and drama.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

Both teachers and administrators should be involved in any awareness presentations so that both practitioners and decision makers are present. A typical awareness session shows the audience all aspects of the program. A slide presentation explains the program in detail and uses the pictures of the population served. A question and answer period follows the awareness session.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY) Amount of time depends on component adopter is interested in.

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Amount of time depends on component adopter is interested in. During training, a potential adopter becomes thoroughly acquainted with either all aspects of the project or the specific component interested in. Ideally, all adopting site district personnel, from administrators to aides, are involved. Training can be conducted in the classroom and the length of training varies according to the particular component being adopted. If the adopting district is going to use the program with migrant farmworker families, extensive training and use of the Migrant Heritage Studies Kit is conducted to sensitize the adopter to the needs of the migrant population.

EVALUATION:

Data is collected on student gains and teacher attitude changes. Student gains are assessed by the use of a standardized pre- and posttest approved by adopter and D/D. While original validation data was obtained utilizing the Wide Range Achievement Test (WRAT), it is not necessary to use this device. The adopter is responsible for collecting data and submitting it to the D/D, who will perform the data analysis. Teacher attitudes are assessed using the Migrant Heritage Studies Kit pre and post Teacher Attitude Survey, Adult Level.

FOLLOW-UP:

Because full implementation may take several years, follow-up services are provided to the adopting district as long as both the D/D and adopter deem necessary. Costs must be shared between the two.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☒	☐	☐
TRAINING	☒	☐	☒	☐
EVALUATION	☒	☐	☒	☐
CURRICULUM	☒	☒	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Adopter supplies carousel projector, tape recorder, and display tables.

TRAINING: Same as above.

Adoption Agreement

	YES	NO	ADOPTER	D/D	SF	FUNDING AGENCY
			PARTIES SIGNING			
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☒	☐	☒	☒	☐	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
° Complete a pre/post adoption assessment form		X	
° Participate in evaluation design to determine effectiveness of program objectives; participate in follow-up activities to assure implementation	X	X	
° Implement project activities within six months of initial training	X	X	Support Staff

Adoption Expenses

START-UP COST OR RANGE: $ ____________ PER NUMBER OF PERSONS (SPECIFY): ____________

MAINTENANCE COST OR RANGE: $ ____________ PER NUMBER OF PERSONS (SPECIFY): ____________

Costs of an adoption of Project CHILD vary depending upon the component desired, plus the number of children or families served.

Contact

Gloria Mattera, Director; Geneseo Migrant Center; State University College; Geneseo, NY 14454. (716) 245-5681.

TRAINERS LISTING

Project: PROJECT CHILD: Comprehensive Help for Individual Learning Differences

Selection Process: Trainers are all present or former staff members of the project who have been selected because of their direct involvement in the project over a span of many years. Each individual has received additional training from the project director in all aspects of the project so that they can provide adequate training. A trainer may be able to provide training in only one component of the project, or may be more involved and be able to train in several or all program components.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Nancy Cronin Denver, CO	1980; trainer, Children's Demonstration School and Weekend Program		X			negotiable				X		X
Carole West Ft. Lauderdale, FL	1973; former director, Children's Demonstration School; provided training and other services to requesting school districts and/or states, and provided one-to-one training and technical assistance to out-of-state visitors to program	X	X	X	X	negotiable				X		X
Linda Bogart Syracuse, NY	1974; former teacher, Project CHILD; identified and referred handicapped migrant children to available services, served as director of In-Camp and Weekend Programs, assisted in developing Migrant Heritage Studies Kit, and conducted training sessions		X			negotiable				X		X
Mona Smith DeMay Geneseo, NY	1968; administrative assistant; Project CHILD; conducts awareness sessions; has written proposals, developed informational brochures and materials, and assisted in developing Migrant Heritage Studies Kit	X	X			negotiable				X		X
Marjorie Lewis Geneseo, NY	1969; lecturer/instructor, Holcomb Learning Center; trains migrants as classroom aides and trains educators and visitors to the Geneseo migrant program; former demonstration teacher and curriculum director in the Children's Demonstration School, developed Migrant Heritage Studies Kit	X	X	X	X	negotiable				X		X
Connie Lynch Geneseo, NY	1974; former director, tutor, and parent educator, Project CHILD; conducted training workshops and inservice sessions for Child Development Center staff		X			negotiable				X		X
Diana Pane Watkins Glen, NY	1973; former teacher and director, Child Development Center; developed extensive teacher-made materials		X			negotiable				X		X
Jeanne Stearns Arkport, NY	1968; school nurse, Project CHILD; coordinates health services, has developed a comprehensive health program for migrant farmworkers		X			negotiable				X		X

PROJECT:

PROJECT CHILD: Comprehensive Help for Individual Learning Differences

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES	STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐	NEBRASKA	☐	☐	☐
ALASKA	☐	☐	☐	NEVADA	☐	☐	☐
ARIZONA	☐	☐	☐	NEW HAMPSHIRE	☐	☐	☐
ARKANSAS	☐	☐	☐	NEW JERSEY	☐	☐	☐
CALIFORNIA	☑	☐	☐	NEW MEXICO	☐	☐	☐
COLORADO	☐	☐	☐	NEW YORK	☐	☐	☐
CONNECTICUT	☐	☐	☐	NORTH CAROLINA	☐	☐	☐
DELAWARE	☐	☐	☐	NORTH DAKOTA	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐	OHIO	☐	☐	☐
FLORIDA	☐	☐	☐	OKLAHOMA	☐	☐	☐
GEORGIA	☐	☐	☐	OREGON	☐	☐	☐
HAWAII	☐	☐	☐	PENNSYLVANIA	☐	☐	☐
IDAHO	☐	☐	☐	RHODE ISLAND	☐	☐	☐
ILLINOIS	☐	☐	☐	SOUTH CAROLINA	☑	☐	☐
INDIANA	☐	☐	☐	SOUTH DAKOTA	☐	☐	☐
IOWA	☐	☐	☐	TENNESSEE	☐	☐	☐
KANSAS	☐	☐	☐	TEXAS	☐	☐	☐
KENTUCKY	☐	☐	☐	UTAH	☐	☐	☐
LOUISIANA	☐	☐	☐	VERMONT	☐	☐	☐
MAINE	☐	☐	☐	VIRGINIA	☐	☐	☐
MARYLAND	☐	☐	☐	WASHINGTON	☐	☐	☐
MASSACHUSETTS	☐	☐	☐	WEST VIRGINIA	☐	☐	☐
MICHIGAN	☐	☐	☐	WISCONSIN	☐	☐	☐
MINNESOTA	☐	☐	☐	WYOMING	☐	☐	☐
MISSISSIPPI	☐	☐	☐	VIRGIN ISLANDS	☐	☐	☐
MISSOURI	☐	☐	☐	PUERTO RICO	☐	☐	☐
MONTANA	☐	☐	☐	QUEBEC, CANADA	✓		

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PROJECT INFORMATION SHEET

Project

PROJECT CLASS (Competency-based Live-Ability Skills)

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Elna M. Dimock	Project Director	60%
Jean Curtis	Technical Assistant	100%

Basic Features Adopter Needs To Put Into Operation

- Administer pre- and posttests
- Use individuallized or group method of instruction
- Use teacher guide for group instruction

Services/Resources

AWARENESS: (X) 1/2 HOUR ( ) 45 MINUTES ( ) 1 HOUR (X) LONGER (SPECIFY) 3 hours

Half-hour awareness presentation can consist of showing of videotape, available from project on loan. Project director can be available by telephone for questions. Live half-hour presentation includes a question-and-answer session. Three-hour awareness presentation includes a question-and-answer session, followed by individual consultation on specific needs. Three-hour format is used for in-depth awareness or presentation to persons representing a variety of educational agencies.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Teachers and at least one administrator participate in training. A meeting room large enough to hold participants is needed. Training session begins with presentation. Then, one or more CLASS modules are walked through. A question-and-answer period follows, and individual problems and concerns can be discussed jointly or in small groups. Results are best if training is conducted at adopter site, but training can be conducted for multiple sites at a single location.

EVALUATION:

Adopter administers project-developed pre- and posttests (included with materials) for each module used. D/D is willing to do data analysis to determine students' modified gains. Under special circumstances, adopter may have only to posttest. Adopting teachers also complete a short evaluation form.

FOLLOW-UP:

Follow-up services, available at D/D expense for as long as necessary (usually one to two years), include adopter-site visitation for workshops, problem solving, and evaluation; technical assistnce by telephone or mail; and linkage with other adopters. Follow-up services can involve teachers, administrators, or others at adopter site.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☒	☐
TRAINING	☒	☐	☒	☐
EVALUATION	☒	☐	☒	☐
CURRICULUM	☒	☒	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: If videotape replaces D/D's live presentation, SF or requester provides a Betamax or other videotape viewer accommodating 3/4-inch videotape cassette or 1/2-inch reel-to-reel videotape. Otherwise, no special equipment is necessary.

TRAINING: SF or adopter provides videotape equipment described above. Adopter should have obtained the modules which will be used for training.

Adoption Agreement

	YES	NO
SUPPLIED BY D/D	☒	☐
WILLING TO USE SF'S	☒	☐

PARTIES SIGNING

ADOPTER	D/D	SF	FUNDING AGENCY
☒	☒	☒ (Optional)	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	TEACHER		ADMINISTRATOR	OTHER (SPECIFY)
• Attend awareness session and participate in initial training	X		X	
• Participate in follow-up training	X			
• Obtain required materials and secure facilities for reproducing necessary materials	X	or	X	
• Administer pre- and/or posttests and complete evaluation forms	X			

Adoption Expenses

START-UP COST OR RANGE: $ 1,000-$1,500 PER NUMBER OF PERSONS (SPECIFY): one or more classes sharing materials

MAINTENANCE COST OR RANGE: $ 7.50 PER NUMBER OF PERSONS (SPECIFY): per student

Awareness costs of presenter's travel, meals, and lodging to be negotiated with SF and/or adopter; costs can be shared by several potential adopters. Training: $300, plus trainers travel, meals, and lodging, teachers' substitutes, and expenses of teachers and other participants; SF may share costs with adopter. CLASS modules: $300 per set. Evaluation: no cost to adopter. Maintenance: reproduction of handouts and pre/posttests.

Contact

Elna M. Dimock, Project Director; Clovis Adult School; Clovis Unified School District; 914 Fourth St.; Clovis, CA 93612. (209) 299-4267.

PROJECT: PROJECT CLASS (Competency-based Live-Ability Skills)

19-S

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☐	☐	☐
ARKANSAS	☐	☐	☐
CALIFORNIA	☐	☑	☐
COLORADO	☐	☐	☐
CONNECTICUT	☐	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☐	☐	☐
GEORGIA	☐	☐	☐
HAWAII	☐	☐	☐
IDAHO	☐	☐	☐
ILLINOIS	☐	☐	☐
INDIANA	☐	☐	☐
IOWA	☐	☐	☐
KANSAS	☐	☐	☐
KENTUCKY	☐	☐	☐
LOUISIANA	☐	☐	☐
MAINE	☐	☐	☐
MARYLAND	☐	☐	☐
MASSACHUSETTS	☐	☐	☐
MICHIGAN	☐	☐	☐
MINNESOTA	☐	☐	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☐	☐	☐
MONTANA	☐	☐	☐
NEBRASKA	☐	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☐	☐	☐
NEW JERSEY	☐	☐	☐
NEW MEXICO	☐	☐	☐
NEW YORK	☐	☐	☐
NORTH CAROLINA	☐	☐	☐
NORTH DAKOTA	☐	☐	☐
OHIO	☐	☐	☐
OKLAHOMA	☐	☐	☐
OREGON	☐	☐	☐
PENNSYLVANIA	☐	☐	☐
RHODE ISLAND	☐	☐	☐
SOUTH CAROLINA	☐	☐	☐
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☐	☐	☐
TEXAS	☐	☐	☐
UTAH	☐	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☐	☐	☐
WASHINGTON	☐	☐	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☐	☐	☐
WYOMING	☐	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

COGNITIVELY ORIENTED PRESCHOOL CURRICULUM

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Michael L. Hanes	Project Director	15%
Christi Tucker	Program Consultant	75%
Bettye McDonald	Program Consultant	25%

Basic Features Adopter Needs To Put Into Operation

Adopters are expected to implement the complete curriculum model, which is a comprehensive program including recommendations for daily routine, room management, child assessment, teacher planning and evaluation, and children's activities.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES ( ) 1 HOUR (X) LONGER (SPECIFY) 1-1/2 hours

Audiovisual presentation, printed materials, and question-and-answer period.

TRAINING: ( ) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS (X) LONGER (SPECIFY) 10 days over 12 months

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Training is offered at the adopting site and at the D/D site in Ypsilanti, Michigan. Training includes the use of printed and audiovisual materials and guided observation in the classroom. Training at the D/D site includes demonstration teaching and observation feedback sessions.

EVALUATION:

Adopters are expected to use D/D-developed child assessment and teacher assessment instruments. All training covers specific evaluation forms.

FOLLOW-UP:

All adopters receive a minimum of two visits. Training is viewed as an ongoing process that cannot be completed in one session. Adopter assumes costs for all travel and per diem; other costs are shared.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☒	☐
TRAINING	☐	☐	☒	☐
EVALUATION	☐	☐	☒	☐
CURRICULUM	☐	☒	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Slide projector, screen, audio cassette player, and easel and markers must be provided by the sponsoring agency (SEA, LEA, SF, or other).

TRAINING: 16mm film projector, screen, easel and markers, and adequate seating and ventilation must be provided by the sponsoring agency (SEA, LEA, SF, or other).

Adoption Agreement

	YES	NO
SUPPLIED BY D/D	☒	☐
WILLING TO USE SF'S	☐	☒

PARTIES SIGNING

ADOPTER	D/D	SF	FUNDING AGENCY
☒	☒	☐	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
° Participate in two-day needs assessment visit	X	X	Support Staff
° Discuss, develop and sign adoption agreement		X	
° Participate in on-going training sessions	X	X	Support Staff
° Collect pre/post child data	X	X	Support Staff
° Collect pre/post teacher data	X	X	Support Staff
° Secure all required materials from D/D		X	

Adoption Expenses

START-UP COST OR RANGE: $ ____________ PER NUMBER OF PERSONS (SPECIFY): ____________

MAINTENANCE COST OR RANGE: $ ____________ PER NUMBER OF PERSONS (SPECIFY): ____________

For existing classrooms, costs include the purchase of one teacher's manual ($15) per teaching adult and five audio-visual training programs (approximately $600) per adopter. (One adopting site may include 10-20 teaching adults.) Adopters must also assume travel and per diem expenses for a minimum of two visits by a High/Scope consultant.

Contact

Michael L. Hanes; 600 N. River St.; Preschool Education Department; High/Scope Research Foundation; Ypsilanti, MI 48197. (313) 485-2000.

PROJECT: COGNITIVELY ORIENTED PRESCHOOL CURRICULUM

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES	STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐	NEBRASKA	☐	☐	☐
ALASKA	☐	☐	☐	NEVADA	☐	☐	☐
ARIZONA	☐	☐	☐	NEW HAMPSHIRE	☐	☐	☐
ARKANSAS	☐	☐	☐	NEW JERSEY	☐	☐	☐
CALIFORNIA	☐	☐	☐	NEW MEXICO	☐	☐	☐
COLORADO	☑	☐	☐	NEW YORK	☐	☐	☐
CONNECTICUT	☐	☐	☐	NORTH CAROLINA	☐	☐	☐
DELAWARE	☐	☐	☐	NORTH DAKOTA	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐	OHIO	☐	☐	☐
FLORIDA	☑	☐	☐	OKLAHOMA	☐	☐	☐
GEORGIA	☐	☐	☐	OREGON	☐	☐	☐
HAWAII	☐	☐	☐	PENNSYLVANIA	☐	☐	☐
IDAHO	☐	☐	☐	RHODE ISLAND	☐	☐	☐
ILLINOIS	☐	☐	☐	SOUTH CAROLINA	☐	☐	☐
INDIANA	☐	☐	☐	SOUTH DAKOTA	☐	☐	☐
IOWA	☐	☐	☐	TENNESSEE	☐	☐	☐
KANSAS	☐	☐	☐	TEXAS	☐	☐	☐
KENTUCKY	☐	☐	☐	UTAH	☐	☐	☐
LOUISIANA	☐	☐	☐	VERMONT	☐	☐	☐
MAINE	☐	☐	☐	VIRGINIA	☐	☐	☐
MARYLAND	☐	☐	☐	WASHINGTON	☑	☐	☐
MASSACHUSETTS	☐	☐	☐	WEST VIRGINIA	☐	☐	☐
MICHIGAN	☐	☐	☐	WISCONSIN	☐	☐	☐
MINNESOTA	☑	☐	☐	WYOMING	☐	☐	☐
MISSISSIPPI	☐	☐	☐	VIRGIN ISLANDS	☐	☐	☐
MISSOURI	☐	☐	☐	PUERTO RICO	☐	☐	☐
MONTANA	☐	☐	☐				

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PROJECT INFORMATION SHEET

Project

COMMUNICATION PROGRAMS

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Rebecca F. DuBose	Project Director	5%
Jane Rieke	Coordinator, Communication Programs	10%
Martha McInnes	Replication Facilitator	15%
Michael Ward	Materials Development Specialist	20%
Clara Sudduth	Secretary	25%

Basic Features Adopter Needs To Put Into Operation

- Training week at Model Preschool or on-site workshop completed
- Planning format for classroom activities completed
- Teacher facilitating strategies in use
- Two follow-up training visits arranged
- Team process in use
- Classroom measurement of communication behaviors

Services/Resources

AWARENESS: (X) 1/2 HOUR (X) 45 MINUTES (X) 1 HOUR (X) LONGER (SPECIFY)

A program overview and the major elements that must be implemented are outlined usually by lecture with supplemental handouts and audio-visual presentations.

TRAINING: (X) 1-2 DAYS (X) 3-4 DAYS (X) 5-6 DAYS (X) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

A written agreement is required for training, which is available at either D/D site or at field sites as a three- to five-day workshop with lectures, media presentations, classroom observation, and instruction in procedures. If training is conducted at the D/D site, all major adopting staff (teachers, communication specialists, and aides, if desired) must attend the intensive, week-long training session where trainees work with D/D staff. Single copies of brochures, assessment materials, and program planning guides needed for training are free; large orders are available at cost. Specific questions also answered by letter or telephone.

EVALUATION:

Sequenced Inventory of Communication Development, Preschool Profile, Uniform Performance Assessment System, and other standard assessment instruments are used as needed. Data from classroom observation are also a part of the evaluation because children's programs are behaviorally defined and decisions for change are data-based. Data must be collected by means of pre/post language measures and daily language measures pursuant to objectives. Staff effectiveness is measured through pre/posttests during training and observation of program elements.

FOLLOW-UP:

One to three follow-up visits to adopter throughout the year are recommended to observe how well the training objectives are being implemented and how well the data-keeping systems are working, and to resolve any problems the adopter may have. Costs are negotiated at the time of training.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☒	☒
TRAINING	☐	☒	☐	☒
EVALUATION	☐	☐	☒	☒
CURRICULUM	☐	☒	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Overhead projector, slide projector; adopter must provide equipment.

TRAINING: Overhead projector, slide projector, videocassette playback equipment (optional); adopter must provide equipment.

Adoption Agreement

	YES	NO	PARTIES SIGNING: ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☒	☐	☒	☒	☐	☒

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS: TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
° State in writing to D/D intention to replicate/adapt program; must state proposed setting, type, size and age range of population to be served, present teaching staff, facility, and plans for funding replication.	X	X	
° Receive D/D information on project activities and goals; assess needs still to be met as determined by D/D and own information		X	
° Search for T/TA funding over and above the three-day commitment of D/D staff; set up program with D/D guidance, assure D/D of staff, enrolling pupils, ability to secure facility and supplies, etc.		X	

Adoption Expenses

START-UP COST OR RANGE: $ ____________ PER NUMBER OF PERSONS (SPECIFY): ____________

MAINTENANCE COST OR RANGE: $ ____________ PER NUMBER OF PERSONS (SPECIFY): ____________

Must have a communications disorders specialist, teacher, aide, equipment for class of 12 children, and approximately $6,000 for training and consultation.

Contact

Rebecca F. DuBose, Director; Model Preschool Center for Handicapped Children; Experimental Education Unit; Child Development and Retardation Center; University of Washington; Seattle, WA 98195. (206) 543-4011.

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES	STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐	NEBRASKA	☐	☐	☐
ALASKA	☐	☐	☐	NEVADA	☐	☐	☐
ARIZONA	☐	☐	☐	NEW HAMPSHIRE	☐	☐	☐
ARKANSAS	☐	☐	☐	NEW JERSEY	☐	☐	☐
CALIFORNIA	☐	☐	☐	NEW MEXICO	☐	☐	☐
COLORADO	☐	☐	☐	NEW YORK	☐	☐	☐
CONNECTICUT	☐	☐	☐	NORTH CAROLINA	☐	☐	☐
DELAWARE	☐	☐	☐	NORTH DAKOTA	☑	☑	☐
DISTRICT OF COLUMBIA	☐	☐	☐	OHIO	☐	☐	☐
FLORIDA	☐	☐	☐	OKLAHOMA	☐	☐	☐
GEORGIA	☐	☐	☐	OREGON	☑	☑	☐
HAWAII	☐	☐	☐	PENNSYLVANIA	☐	☐	☐
IDAHO	☐	☐	☐	RHODE ISLAND	☐	☐	☐
ILLINOIS	☐	☐	☐	SOUTH CAROLINA	☐	☐	☐
INDIANA	☐	☐	☐	SOUTH DAKOTA	☐	☐	☐
IOWA	☐	☐	☐	TENNESSEE	☐	☐	☐
KANSAS	☐	☐	☐	TEXAS	☐	☐	☐
KENTUCKY	☐	☐	☐	UTAH	☐	☐	☐
LOUISIANA	☐	☐	☐	VERMONT	☐	☐	☐
MAINE	☐	☐	☐	VIRGINIA	☐	☐	☐
MARYLAND	☐	☐	☐	WASHINGTON**	☑	☑	☐
MASSACHUSETTS	☐	☐	☐	WEST VIRGINIA	☐	☐	☐
MICHIGAN	☐	☐	☐	WISCONSIN	☐	☐	☐
MINNESOTA*	☑	☑	☐	WYOMING	☐	☐	☐
MISSISSIPPI	☐	☐	☐	VIRGIN ISLANDS	☐	☐	☐
MISSOURI	☐	☐	☐	PUERTO RICO	☐	☐	☐
MONTANA	☐	☐	☐				

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** All IV-C funds: Not funded through NDN

21-S

PROJECT INFORMATION SHEET

Project

COMPREHENSIVE SCHOOL MATHEMATICS PROGRAM (CSMP)

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Ron Ward	Project Director	13%
Joel Schneider	Associate Director for Teacher Education	14%
Clare Heidema	Director of Math and Science Group	3%
Dick Armstrong	R&D Staff/Disseminator	7%
Jim Harpel	R&D Staff/Disseminator	10%
Pam Pederson	R&D Staff/Disseminator	3%
Martin Herbert	Associate Director for Evaluation	3%
Mary Ellen Stahl/Hannah Spriggs	Secretary/Clerk	9% each

Basic Features Adopter Needs To Put Into Operation

- A D/D-trained local coordinator observes and renders assistance to teachers.
- Participating teachers receive the required number of hours of training.
- Adopting teachers follow the spiral organization of the curriculum and the stipulated teaching schedule.
- Time spent each day on math is that recommended in the teacher's manual.
- All project-developed curriculum materials, including teacher's manuals, workbooks, and worksheets, must be used.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES ( ) 1 HOUR (X) LONGER (SPECIFY) 1-1/2 to 2 hours

General awareness presentations combine lecture with audience participation. Focus of general awareness is the content, language, and special features of the curriculum. For a district seriously considering adoption of the curriculum, D/D provides an in-depth awareness session lasting one full day for a maximum of 30 participants. In-depth awareness uses a workshop format, is focused on curriculum actvities, and includes hands-on experience.

TRAINING: ( ) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS (X) LONGER (SPECIFY) See below

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Training may take as long as 10 days, depending on grade level and nature of training. Preferred method: adopting district appoints a local coordinator, who travels to D/D site for a spring or summer workshop -- three days for K-1 adoption, five days for grades 2-3 adoption, ten days for grades 4-6 adoption; coordinator returns to district and trains local teachers. Alternate method: turnkey trainer or D/D staff members travel to adopter site to conduct training directly for adopting teachers -- two days for K-1 teachers, four days for grades 2-3 teachers, six days for grade 4 teachers, eight days for grades 5-6 teachers; no more than 30 participants can be trained at one time.

EVALUATION:

D/D does not require evaluation by adopters. In certain cases, D/D makes arrangements to conduct evaluation for its own purposes, at its expense. D/D can provide evaluation services on request, at adopter's cost. Both student outcomes and user reactions can be evaluated. Details on project-prepared test and questionnaires, standardized tests, procedures, and cost are available on request.

FOLLOW-UP:

Technical assistance is always available by telephone. D/D makes cluster site visits for support purposes when scheduling and funds make this possible. D/D makes adopter-site visits to sites participating in prearranged evaluation studies. When necessary, D/D can make special ad hoc visits for troubleshooting or morale-boosting purposes. D/D also brongs selected local coordinators to D/D site for roundtable discussions with other coordinators on issues of mutual interest. If D/D initiates request for follow-up, D/D pays costs; otherwise, costs are shared with or assumed by adopter.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☒	☒	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☐	☒	☒ for selected sites	☐
CURRICULUM	☒	☒	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: SF or requester supplies overhead projector, screen, magnetic sensitive chalk board, and display table.

TRAINING: Same equipment as for awareness is required, plus a workshop environment (tables, and so forth) and a project-developed workshop materials kit for each participant. Other details to be worked out prior to training.

Adoption Agreement

	YES	NO	ADOPTER	D/D	SF	FUNDING AGENCY
			PARTIES SIGNING			
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☒	☐	☒	☒	☒ If required	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
° Sign adoption agreement, appoint local coordinator, and appoint local evaluation coordinator (if evaluation is desired)		X	
° Agree on implementation plan and obtain curriculum materials			Local Coordinator(s)
° Participate in training and implement curriculum	X		
° Maintain contact with SF and D/D			Local Coordinator(s)

Adoption Expenses

START-UP COST OR RANGE: $ ____________ PER NUMBER OF PERSONS (SPECIFY): ____________

MAINTENANCE COST OR RANGE: $ ____________ PER NUMBER OF PERSONS (SPECIFY): ____________

Awareness: D/D prefers to share cost of general awareness equally with SF and of in-depth awareness equally with SF and ESP but will negotiate, depending on its priorities (urban areas, new states, new populations). Training: costs vary greatly, depending on method and location. Start-up curriculum: cost for one teacher and 30 students ranges from $80.25 for kindergarten to $197.95 for grade 6. Maintenance curriculum: cost of consumables for one teacher and 30 students ranges from $24.60 for kindergarten to $137.25 for grade 6.

(*All contacts go through the director up until an adoption agreement is signed. Subsequent contacts are through Joel Schneider for training and follow up; Martin Herbert for evaluation services.)

Contact

Ron Ward, Associate Director for Dissemination; CEMREL-CSMP; 3120 59th St.; St. Louis, MO 63139. (314) 781-2900, ext. 242.

TRAINERS LISTING

Project: COMPREHENSIVE SCHOOL MATHEMATICS PROGRAM (CSMP)

Selection Process: Potential trainers attend a two-week training workshop at D/D site and then share responsibility with a D/D staff member for a local training workshop.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
	All professional D/D staff members are certified trainers and conduct training workshops at D/D site. They are salaried for these sessions only. If adopter site training is preferred, an honorarium is required, since no grant or contract covers that service. CSMP has many local trainers certified to train teachers in their own district. However, they may not conduct training elsewhere.											
Kevin Saunders Marquette, MI	Summer 1979; available for training throughout the North Central states.	X	X		X	X	X	X	X	X		X
Bob Langlinais Santa Fe, NM	Summer 1979; available for training throughout the Southwest.		X		X	X	X	X	X	X		X
Elliott Bird Rosslyn, NY	Summer 1979; available for training throughout the Northeast.		X		X	X	X	X	X	X		X
Carl Swenson Seattle, WA	Summer 1979; available for training throughout the Northwest.		X		X	X	X	X	X	X		X

PROJECT: COMPREHENSIVE SCHOOL MATHEMATICS PROGRAM (CSMP)

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ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☑	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☑	☐	☐
ARKANSAS	☐	☐	☐
CALIFORNIA	☑	☐	☐
COLORADO	☑	☐	☐
CONNECTICUT	☐	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☑	☑	☐
FLORIDA	☐	☐	☐
GEORGIA	☑	☑	☐
HAWAII	☑	☑	☐
IDAHO	☐	☐	☐
ILLINOIS	☑	☐	☐
INDIANA	☑	☐	☐
IOWA	☑	☐	☐
KANSAS	☐	☐	☐
KENTUCKY	☑	☐	☐
LOUISIANA	☑	☑	☐
MAINE	☑	☑	☐
MARYLAND	☑	☑	☐
MASSACHUSETTS	☐	☐	☐
MICHIGAN	☑	☑	☑
MINNESOTA	☑	☐	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☑	☑	☐
MONTANA	☐	☐	☐
NEBRASKA	☐	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☑	☐	☐
NEW JERSEY	☐	☐	☐
NEW MEXICO	☑	☑	☑
NEW YORK	☑	☑	☑
NORTH CAROLINA	☑	☐	☐
NORTH DAKOTA	☐	☐	☐
OHIO	☐	☐	☐
OKLAHOMA	☐	☐	☐
OREGON	☐	☐	☐
PENNSYLVANIA	☑	☐	☐
RHODE ISLAND	☐	☐	☐
SOUTH CAROLINA	☐	☐	☐
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☑	☑	☐
TEXAS	☑	☐	☐
UTAH	☐	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☑	☐	☐
WASHINGTON	☑	☑	☑
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☑	☑	☐
WYOMING	☑	☑	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

COMPUTER-ASSISTED-DIAGNOSTIC-PRESCRIPTIVE PROGRAM IN READING AND MATHEMATICS

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Debra J. Glowinski	Director of Federal Programs	20%
E. Wayne Roberson	CADPP Disseminator/Trainer	100%

Basic Features Adopter Needs To Put Into Operation

- Instructional management system model, including criterion-referenced testing program, individualized educational plans, computer prescriptions, and learning centers
- Computer prescription program
- ESEA Title I A-1 or A-2 evaluation model

Services/Resources

AWARENESS: ( ) 1/2 HOUR (X) 45 MINUTES ( ) 1 HOUR ( ) LONGER (SPECIFY)

Awareness booklet with samples of key components, 15-minute slide presentation, computer prescriptions, and question-and-answer session.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Orientation to writing and organizing student prescriptions from instructional materials. Introduction to and utilization of CADPP forms: student profile, individualized educational plan, monitoring, prescription request, criterion-referenced test.

EVALUATION:

Adopter administers project-developed criterion-referenced test and adopter-selected norm-referenced test pre and post fall and spring. D/D analyzes the raw data, ESEA Title I A-1 or A-2 evaluation model is used, and NCE scores are reported.

FOLLOW-UP:

Mid-year follow-up audit or monitoring is available but not required. Adopter assumes cost of materials and D/D's travel.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☒	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☒	☐	☐
CURRICULUM	☒	☐	☒	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Requestor provides overhead projector, carousel slide projector, and other hardware. D/D supplies all materials.

TRAINING: Adopter provides overhead projector and a chalk board. Local instructional materials must be available for training in coding prescriptions. Quick-copy machine or service is necessary.

Adoption Agreement

	YES	NO	PARTIES SIGNING			
			ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☐	☒	☒	☒	☐	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
° Attend awareness session	X	X	Curriculum Staff
° Visit D/D site (optional)		X	
° Secure computer services		X	
° Participate in one- or two-day training	X		Curriculum Staff
° Write prescriptions using local instructional materials	X		
° Administer criterion-referenced pre- and posttest	X		

Adoption Expenses

START-UP COST OR RANGE: $ 500 PER NUMBER OF PERSONS (SPECIFY): ______

MAINTENANCE COST OR RANGE: $ ______ PER NUMBER OF PERSONS (SPECIFY): ______

$500 fee for computer software is required. Testing component is optional. Adopter pays D/D travel and per diem only. Maintenance cost is individually negotiated between adopter and computer facilitity utilized.

Contact

Debra J. Glowinski, Director of Federal Programs; CADPP Developer/Demonstrator Project; Buckingham County Schools; P.O. Box 202; Dillwyn, VA 23936. (804) 983-2714.

PROJECT: COMPUTER-ASSISTED-DIAGNOSTIC-PRESCRIPTIVE PROGRAM IN READING AND MATHEMATICS (CADPP)

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☐	☐	☐
ARKANSAS	☐	☐	☐
CALIFORNIA	☐	☐	☐
COLORADO	☐	☐	☐
CONNECTICUT	☐	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☐	☐	☐
GEORGIA	☐	☐	☐
HAWAII	☐	☐	☐
IDAHO	☐	☐	☐
ILLINOIS	☐	☐	☐
INDIANA	☐	☐	☐
IOWA	☐	☐	☐
KANSAS	☐	☐	☐
KENTUCKY	☐	☐	☐
LOUISIANA	☐	☐	☐
MAINE	☐	☐	☐
MARYLAND	☐	☐	☐
MASSACHUSETTS	☐	☐	☐
MICHIGAN	☐	☐	☐
MINNESOTA	☐	☐	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☐	☐	☐
MONTANA	☑	☐	☐
NEBRASKA	☐	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☐	☐	☐
NEW JERSEY	☐	☐	☐
NEW MEXICO	☑	☐	☐
NEW YORK	☐	☐	☐
NORTH CAROLINA	☐	☐	☐
NORTH DAKOTA	☐	☐	☐
OHIO	☐	☐	☐
OKLAHOMA	☐	☐	☐
OREGON	☐	☐	☐
PENNSYLVANIA	☐	☐	☐
RHODE ISLAND	☐	☐	☐
SOUTH CAROLINA	☑	☐	☐
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☑	☐	☐
TEXAS	☑	☐	☐
UTAH	☐	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☐	☑	☐
WASHINGTON	☐	☐	☐
WEST VIRGINIA	☑	☐	☐
WISCONSIN	☐	☐	☐
WYOMING	☐	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

CONCEPTUALLY ORIENTED MATHEMATICS PROGRAM (COMP)

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Alta M. Harness	Director	70%
Marcia Clary	Consultant Training/Revisions	100%
Douglas Grouws	Evaluator	10%

Basic Features Adopter Needs To Put Into Operation

- Diagnostic testing and placement of students
- Teaching by objectives via the COMP guidebooks
- Small-group instruction
- Criterion-referenced testing
- Cooperative teaching and planning
- Continuous progress system for students
- Administration accountability and involvement
- School-community-parent relations
- Evaluation design

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

Program format: lecture illustrated with transparencies and handouts, question-and-answer period, sample materials. Topics covered: key elements for implementation, flexibility of program as related to needs of individual adopters, steps for implementation.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Prior to training, adopter must: provide for grouping outside self-contained classroom; schedule block of time for each group of teachers; provide multiple levels of textbooks for instruction; select director to coordinate program in building or district; provide time for staff training; reproduce tests for program; sign agreement form or letter of intent; and select date for training. Training should cover the following areas: program overview; introduction of teachers' guidebooks; testing procedures; student grouping; classroom management; establishing time goals; regrouping after testing; and teachers/administrator responsibilities.

EVALUATION:

Two kinds of data, student achievement and student progress, are used in COMP evaluations. Posttest student achievement data is collected using the adopting district's standardized achievement test. Student progress data is measured in terms of the mean number of COMP levels completed by students at each grade level on an annual basis. Adopters are responsible for data collection and analysis with COMP staff providing technical assistance on data analyses problems.

FOLLOW-UP:

The second day of training (technical assistance) should be held within six weeks after instruction has begun. A staff member will discuss specific grouping problems, marking the individual record sheets, communicating with parents, and establishing goals with individual teachers, administrator and/or small groups. Travel, food and lodging is paid for by adopters; consultants are paid by project.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☒	☒	☐
TRAINING	☒	☒*	☒	☐
EVALUATION	☐	☐	☐	☐
CURRICULUM	☒	☐	☐	☒

*Materials in process of being developed.

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Host of awareness conference provides overhead projector and microphone for groups over 50.

TRAINING: Adopting district provides overhead projector, tables, COMP materials (e.g., Teacher's guidebooks and tests ordered from COMP).

Adoption Agreement

	YES	NO	ADOPTER	D/D	SF	[illegible] AGENCY
			PARTIES SIGNING			
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☒	☐	☒	☒	☒	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Select a steering committee to direct implementation process			Adopting District
• Teacher and administrator to sit on steering committee, develop central file storage	X	X	
• Order material, provide for replication of tests, provide for staff training with a certified consultant		X	
• Inventory textbooks	X		
• Select a coordinator		X	Adopting District

Adoption Expenses

START-UP COST OR RANGE: $ 5,000 PER NUMBER OF PERSONS (SPECIFY): 500 students, 20 teachers

MAINTENANCE COST OR RANGE: $ 1,000 PER NUMBER OF PERSONS (SPECIFY): Same

Start-up costs:

COMP materials (guidebooks, tests, optionals)	$3,000
Travel (air/auto, food, lodging for 2 trips)	$ 750
Additional textbooks, supplies	$1,250

Maintenance cost:

For replacement of tests and additional resource materials.

Contact

Alta M. Harness, Director; COMP Consultants, Inc.; 916 Tandy Ave., #1; Columbia, MO 65201. (314) 449-0881.

TRAINERS LISTING

Project: CONCEPTUALLY ORIENTED MATHEMATICS PROGRAM (COMP)

Selection Process: A certified trainer must have extensive knowledge of COMP and credibility with teachers. Trainers are permitted to conduct awareness and training sessions only at school sites within their approved geographic area, otherwise approval of the director is needed. Trainers may not certify others on behalf of the project. Upon completion of an awareness and/or training session, the trainer is responsible for submitting the required forms to the COMP office. Financial support for awareness and training activities must be negotiated between the trainer's agency and the school requesting the service. Project COMP will not be financially involved unless the services of the trainer are requested by the Director.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Irene Guilbert Mesa, AZ	Winter 1979; Instructional Specialist, ACIL	X	X									X
Anne Webb Shelbyville, KY	Winter 1979; Supervisor of Instruction, Shelby County	X	X									X
David L. Williamson Bath, ME	Winter 1979; K-8 Mathematics coordinator/teacher	X	X									X
Barry Calhoun Abiline, TX	Winter 1979; Program Director, Region XIV, ESC	X	X									X
George Chancellor El Paso, TX	Winter 1979; Consultant, Instructional Services, Region XIX, ESC	X	X									X
Helen Heitgerd Clarksville, TX	Winter 1979; Assistant Professor, Austin Paey State University	X	X									X
Ted H. Hull Marshall, TX	Winter 1979; Mathematics coordinator	X	X									X
Mike Owens Kilgore, TX	Winter 1979; Secondary consultant, Region VII, ESC	X	X									X
Cloyce Purcell Pilot Point, TX	Winter 1979; Principal, Pilot Point Elementary and Junior High School	X	X									
Marian Rainwater Kilgore, TX	Winter 1979; Mathematics consultant, Region VII, ESC	X	X									X
Billie Rives Corpus Christi, TX	Winter 1979; Elementary consultant, Corpus Christi I.S.D.	X	X									X
Jim Treadway Waco, TX	Winter 1979; Curriculum specialist, Region XII, ESC	X	X									X
Jo Vonrosenberg Waco, TX	Winter 1979; Curriculum consultant, Region XII, ESC	X	X									X
Loisanne Yellott Wichita Falls, TX	Winter 1979; Mathematics consultant, Region IX, ESC	X	X									X

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PROJECT: CONCEPTUALLY ORIENTED MATHEMATICS PROGRAM (COMP)

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☑	☐	☐
ARKANSAS	☑	☐	☐
CALIFORNIA	☐	☐	☐
COLORADO	☑	☐	☐
CONNECTICUT	☐	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☐	☐	☐
GEORGIA	☑	☐	☐
HAWAII	☐	☐	☐
IDAHO	☑	☐	☐
ILLINOIS	☐	☐	☐
INDIANA	☑	☐	☐
IOWA	☐	☐	☐
KANSAS	☑	☐	☐
KENTUCKY	☑	☑	☑
LOUISIANA	☑	☐	☐
MAINE	☑	☑	☑
MARYLAND	☐	☐	☐
MASSACHUSETTS	☐	☐	☐
MICHIGAN	☑	☐	☐
MINNESOTA	☑	☐	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☑	☐	☐
MONTANA	☐	☐	☐
NEBRASKA	☑	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☐	☐	☐
NEW JERSEY	☑	☐	☐
NEW MEXICO	☐	☐	☐
NEW YORK	☑	☐	☐
NORTH CAROLINA	☑	☑	☐
NORTH DAKOTA	☐	☐	☐
OHIO	☑	☐	☐
OKLAHOMA	☑	☐	☐
OREGON	☐	☐	☐
PENNSYLVANIA	☑	☐	☐
RHODE ISLAND	☐	☐	☐
SOUTH CAROLINA	☐	☐	☐
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☑	☐	☑
TEXAS	☑	☑	☑
UTAH	☐	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☐	☐	☐
WASHINGTON	☐	☐	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☐	☐	☐
WYOMING	☐	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

COPE: Cognitively Oriented Pre-Primary Experience

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Russell A. Dusewicz	Project Director	10%
Mary Alice Felleisen	Program Coordinator/Trainer	86%
Patricia M. Roberts	Dissemination Specialist/Trainer	85%

Basic Features Adopter Needs To Put Into Operation

- Teacher determines starting level of instruction for each child with COPE curriculum placement test
- Children work on curriculum tasks on basis of on-going assessments
- Materials chosen for use in activities are matched to curriculum objectives
- Teacher uses activities in sequence, as suggested in curriculum, to meet developmental objectives
- Students are grouped with flexible, homogenous groups, based on individual evaluations, or are worked with on a one-to-one basis
- Formal records are kept to mark individual progress through levels

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES ( ) 1 HOUR (X) LONGER (SPECIFY) 1-1/2 hours

A COPE awareness presentation begins with a brief overview of the program, which includes core elements, curriculum scope, program design, evaluation results, and the ways in which the program has been utilized in adpting schools. A brief slide-tape presentation follows showing children at the demonstration site involved in classroom activities. Open discussion of individual concerns closes the session. Awareness can be extended to a half-day mini-workshop that involves participants in a simulation of the program in the classroom.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

All teachers implementing the program are required to attend the two-day training session, and attendance by paraprofessionals is strongly encouraged. Administrators can elect to attend only the first half-day which is orientation to the program. Teachers not only learn to use the curriculum materials but come to understand a complete classroom mangement system. Space for the workshop's "hands-on" approach is required: Participants move from table to table to be trained in the program's curriculum and in evaluating and recording individual performances. Other workshop exercises demonstrate techniques for effective use of paraprofessionals and increasing parent involvement. Ways of adapting schools' existing teaching materials and equipment to the COPE curriculum are explained.

EVALUATION:

Data must be collected on student gains in basic readiness skills. D/D-prepared tests, standarized instruments, or other tests approved by D/D. Adopter expected to administer any tests; D/D is willing to analyze data and provide support and assistance wherever possible. Recognizing the varied capabilities of educational agencies in regard to test administration, D/D recommends pre/posttesting but approves use of any methodologically sound evaluative approach.

FOLLOW-UP:

Follow-up and technical assistance are provided at the request of adopter or SF for as long as adopter and/or D/D thinks necessary. Activities and the participants included vary, depending on need or purpose of follow-up. In the interest of obtaining high-quality adoptions, D/D provides as much assistance as time and budget allow.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☒	☐
TRAINING	☒	☐	☒	☒
EVALUATION	☐	☐	☐	☒
CURRICULUM	☒	☐	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Kodak carousel slide projector, filmstrip projector (optional, any model), easel for displaying charts; SF must provide equipment.

TRAINING: Carousel slide projector, filmstrip projector, cassette tape recorder; SF must provide equipment. Three tables for participants also required. D/D provides all training materials at no cost. Copy of curriculum for each implementing classroom may be bought from distributor.

Adoption Agreement

	YES	NO				
			PARTIES SIGNING			
			ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☒	☐	☒	☒	☒	☐

Activities Adopter Should Undertake To Implement Program

	PARTICIPANTS		
ACTIVITY	TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Attend awareness presentation, provide program effectiveness data	X	X	
• Participate in initial training, secure and assemble required materials, administer curriculum placement test	X		Aides (if possible)
• Implement sequenced curriculum activities	X		
• Explain program to parents	X		
• Attend follow-up meeting	X	X	Aides

Adoption Expenses

START-UP COST OR RANGE: $ 80 PER NUMBER OF PERSONS (SPECIFY): per classroom

MAINTENANCE COST OR RANGE: $ ______ PER NUMBER OF PERSONS (SPECIFY): ______

Project assumes cost of awareness travel. Adopter assumes travel expenses for trainer. Teachers and/or paraprofessionals assemble own kits of teaching materials to accompany curriculum. Since a wide variety of inexpensive teacher-made and commercially available materials may be used, cost is variable.

Contact

Mary Alice Felleisen, Training Coordinator; Project COPE; Research for Better Schools; 444 N. Third St.; Philadelphia, PA 19123. (215) 574-9300, ext. 319.

TRAINERS LISTING

Project: COPE: Cognitively Oriented Pre-Primary Experience

Selection Process: Trainers are chosen when D/D and SF agree that individual is able to impart the enthusiasm and spirit of the program, as well as demonstrate use of the curriculum materials and methods. In addition to having at least three years experience in early childhood and/or special education, including classroom teaching, trainers must be comfortable with the program's philosophy and core elements. To be certified, they should assist an experienced trainer during at least two training workshops and conduct at least one workshop with the help of an experienced trainer. Because of program's complexity, this quality control must be a part of the process of trainer certification to assure SF, D/D, certified trainer, and all NDN participants that the Network's credibility is maintained.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Dana Seizer Protection, KS	Trainer certification pending; small group, teachers		X		X	X		X	X		X	X
Judy Selzer Protection, KS	Trainer certification pending; small group, teachers		X		X	X		X	X		X	X
Betty Dixon Bullitt Co., KY	Trainer certification pending; all training situations acceptable		X		X	X		X	X		X	X
Jeanne Whitten Cambridge, MA	January 1979; all training situations acceptable		X		X	X		X	X		X	X
Dortha Braat Centreville, MI	Trainer certification pending; all training situations acceptable		X		X	X		X	X		X	X
Cathy Cline Concord, NC	Trainer certification pending; all training situations acceptable		X		X	X		X	X		X	X
Bettye Shepherd Beaumont, TX	All training situations acceptable		X		X	X		X	X		X	X
Barbara Grooms Madison, WI	Trainer certification pending; all training situations acceptable		X		X	X		X	X		X	X

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PROJECT: COPE: Cognitively Oriented Pre-Primary Experience

27-S

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☐	☐	☐
ARKANSAS	☐	☐	☐
CALIFORNIA	☐	☐	☐
COLORADO	☐	☐	☐
CONNECTICUT	☐	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☑	☐	☐
FLORIDA	☑	☐	☐
GEORGIA	☐	☐	☐
HAWAII	☐	☐	☐
IDAHO	☐	☐	☐
ILLINOIS	☐	☐	☐
INDIANA	☐	☐	☐
IOWA	☐	☐	☐
KANSAS	☑	☑	☑
KENTUCKY	☑	☑	☑
LOUISIANA	☐	☐	☐
MAINE	☑	☐	☐
MARYLAND	☐	☐	☐
MASSACHUSETTS	☑	☑	☑
MICHIGAN	☑	☐	☑
MINNESOTA	☑	☐	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☐	☐	☐
MONTANA	☑	☐	☐
NEBRASKA	☐	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☑	☐	☐
NEW JERSEY	☑	☑	☐
NEW MEXICO	☑	☐	☐
NEW YORK	☑	☑	☐
NORTH CAROLINA	☑	☑	☑
NORTH DAKOTA	☐	☐	☐
OHIO	☑	☐	☐
OKLAHOMA	☐	☐	☐
OREGON	☐	☐	☐
PENNSYLVANIA	☑	☑	☑
RHODE ISLAND	☐	☐	☐
SOUTH CAROLINA	☑	☐	☐
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☐	☐	☐
TEXAS	☑	☑	☑
UTAH	☐	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☑	☐	☐
WASHINGTON	☑	☑	☐
WEST VIRGINIA	☑	☐	☐
WISCONSIN	☑	☑	☑
WYOMING	☐	☐	☐
VIRGIN ISLANDS	☑	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

PROJECT CREATION: Concern Regarding the Environment And Technology In Our Nation/Neighborhood

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Barbara Barchi	Director	100%
Dena Gray	Secretary	50%
Jean Hauser	Consultant	

Basic Features Adopter Needs To Put Into Operation

- Pre/posttesting with project test
- Students study one unit in each of four categories (land use, energy, pollution, urban management)

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

Sessions can be designed to accommodate the conference/awareness setting. Most often project materials are used in conjunction with slides or overheads. Sessions cover the project rationale, objectives, course design, adoption requirements, assistance, training possibilities, and follow-up. Curriculum materials usually available for inspection; requests for mailing accepted.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

D/D can travel to adopter or adopter to D/D (depends on time and money). A training manual is a major resource, along with the curriculum materials. SFs can purchase a comprehensive workshop manual with workshop learner outcomes.

EVALUATION:

Pre/post project test for students. Audiotapes with specific questions for adopter project personnel.

FOLLOW-UP:

Audio- and videotapes and individual and conference calls where appropriate. D/D staff on-site often in conjunction with other activities in the state. SF participation in this process appreciated.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☐	☐
TRAINING	☒	☐	☒	☐
EVALUATION	☒	☐	☒	☐
CURRICULUM	☒	☒	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Often need slide carousel, sometimes use a 3/4-inch color videotape player and monitor. Requirements specified for each session.

TRAINING: Need a 16mm projector and screen; audio cassette tape recorder; blackboard or newsprint and easel; tables for participants so they can be seated with a workspace; overhead projector. D/D will ship print materials ahead of time, so needs to know exact number of participants.

Adoption Agreement

	YES	NO	PARTIES SIGNING: ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐	☒	☒	☒	☐
WILLING TO USE SF'S	☒ In addition to ours	☐				

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
•Attending awareness and training sessions	X	X	
•Signing adoption agreement		X	
•Purchasing curriculum		X	
•Administering pretest	X		
•Teaching one unit in each of four categories (chosen from a total of 15 units)	X		
•Administering posttest at end of four units	X		
•Sharing test results with D/D	X		
•Using other evaluations as basis for follow-up	X	X	

Adoption Expenses

START-UP COST OR RANGE: $ 300 PER NUMBER OF PERSONS (SPECIFY): class of 25

MAINTENANCE COST OR RANGE: $ ______ PER NUMBER OF PERSONS (SPECIFY): ______

Since the curriculum stays in the classroom in most cases, several classes can use the same materials during a school day, lowering cost per pupil. Maintenance depends on how well the materials wear -- three semesters is average. If teachers want to offer a greater variety of units, and districts "flesh-out" their offering, additional materials are ordered.

Contact

Barbara A. Barchi, Project Director; LaSalle-Peru Township High School; 541 Chartres St.; LaSalle, IL 61301. (815) 223-6596.

TRAINERS LISTING

Project: PROJECT CREATION: Concern Regarding the Environment And Technology In Our Nation/Neighborhood

Selection Process: Certified trainers should be successful adopters or be involved with such an adoption. A trainer must be certified by D/D project director, with certification renewable on a yearly basis, and will receive provisional certification until the D/D has had an opportunity for field observations. Trainer should visit D/D site if possible. Trainer will serve a specific geographic area. Two levels of certification: 1) trainer -- conducts awareness, trains, does follow-up and evaluation; 2) demonstrator -- makes awareness presentations at specific school sites for purposes of demonstrating the project to others.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Carolyn Benne Sioux City, IA	Intermediate Unit environmental education consultant; can train in area education agency -- Sioux City area.	X	X	X	X	negotiated					X	X
Duane Toomsen Des Moines, IA	State environmental education coordinator; can train throughout state.	X	X	X	X	negotiated					X	X
R. D. Thomas Houston, TX	High school district science chairman; can train in Region IV.	X	X	X	X	negotiated					X	X

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PROJECT:

PROJECT CREATION: Concern Regarding the Environment And Technology In Our Nation/Neighborhood

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☐	☐	☐
ARKANSAS	☐	☐	☐
CALIFORNIA	☐	☐	☐
COLORADO	☐	☐	☐
CONNECTICUT	☑	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☑	☐	☐
GEORGIA	☑	☐	☐
HAWAII	☐	☐	☐
IDAHO	☐	☐	☐
ILLINOIS	☑	☑	☐
INDIANA	☐	☐	☐
IOWA	☑	☐	☑
KANSAS	☐	☐	☐
KENTUCKY	☐	☐	☐
LOUISIANA	☐	☐	☐
MAINE	☐	☐	☐
MARYLAND	☐	☐	☐
MASSACHUSETTS	☑	☐	☐
MICHIGAN	☑	☐	☐
MINNESOTA	☑	☐	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☐	☐	☐
MONTANA	☐	☐	☐
NEBRASKA	☐	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☐	☐	☐
NEW JERSEY	☑	☑	☐
NEW MEXICO	☐	☐	☐
NEW YORK	☐	☐	☐
NORTH CAROLINA	☑	☐	☐
NORTH DAKOTA	☐	☐	☐
OHIO	☐	☐	☐
OKLAHOMA	☑	☐	☐
OREGON	☐	☐	☐
PENNSYLVANIA	☐	☐	☐
RHODE ISLAND	☐	☐	☐
SOUTH CAROLINA	☐	☐	☐
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☐	☐	☐
TEXAS	☑	☐	☑
UTAH	☐	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☐	☐	☐
WASHINGTON	☐	☐	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☑	☐	☐
WYOMING	☐	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

CRITICAL ANALYSIS AND THINKING SKILLS (CATS)

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Terry P. Applegate	Co-Director	30%
W. Keith Evans	Co-Director	30%

Basic Features Adopter Needs To Put Into Operation

- Classroom teachers teach the four concepts of critical thinking on six issues in one semester.
- Adopter implements the evaluation design, which includes pre- and posttesting with a project-developed instrument and monitoring reports, on-site observation, and student products.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

Topics: program overview, program concepts, critical-thinking procedures, typical applications, nuts and bolts issues, funding. Format: lecture and audience participation.

TRAINING ( ) 1-2 DAYS (X) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Twenty-hour competency-based inservice is best spread over three days.

EVALUATION:

Adopter pre- and posttest with project-developed instrument on a prearranged schedule. (Testing procedure is learned during inservice.) Adopter completes and sends monitoring forms to D/D monthly; data are used to determine when and what kind of on-site follow-up visit is required.

FOLLOW-UP:

A two-day on-site follow-up visit is always desirable and often necessary.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☒	☐
TRAINING	☒	☐	☐	☒
EVALUATION	☒	☐	☐	☒
CURRICULUM	☐	☐	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: SF provides overhead projector and chalk board.

TRAINING: SF provides overhead projector and chalk board. D/D supplies instructional package.

Adoption Agreement

	YES	NO		PARTIES SIGNING		
			ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☒	☐	☒	☒	☒	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
° Sign adoption agreement		X	
° Participate in 20-hour competency-based inservice	X	X	
° Pretest students with project-developed instrument	X		
° Implement program for one semester	X	X	
° Make reports, complete monitoring forms, and schedule follow-up visit	X	X	
° Posttest students, analyze data, and compile first semester report	X		
° Repeat cycle for second semester			

Adoption Expenses

START-UP COST OR RANGE: $ 2,000 PER NUMBER OF PERSONS (SPECIFY): 30 teachers

MAINTENANCE COST OR RANGE: $ 900 PER NUMBER OF PERSONS (SPECIFY): 30 teachers

Breakdown of start-up costs: materials, $900 (30 packages, $30 each); technical assistance, $450 (three days, $150 per day); travel, $450; per diem, $150 (three days, $50 per day). Adopter provides cost of substitutes. Breakdown of maintenance cost (includes monitoring and follow-up site visit): technical assistance, $300 (two days, $150 per day); travel, $450; per diem, $100 (two days, $50 per day); telephone, postage, and reproduction, $50.

Contact

Terry P. Applegate, or W. Keith Evans; 308 W. Milton Bennion Hall; University of Utah; Salt Lake City, UT 84112.
(801) 581-6401.

PROJECT: CRITICAL ANALYSIS AND THINKING SKILLS (CATS)

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☐	☐	☐
ARKANSAS	☐	☐	☐
CALIFORNIA	☑	☐	☐
COLORADO	☐	☐	☐
CONNECTICUT	☐	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☑	☐	☐
FLORIDA	☐	☐	☐
GEORGIA	☐	☐	☐
HAWAII	☐	☐	☐
IDAHO	☐	☐	☐
ILLINOIS	☑	☐	☐
INDIANA	☐	☐	☐
IOWA	☐	☐	☐
KANSAS	☐	☐	☐
KENTUCKY	☐	☐	☐
LOUISIANA	☑	☐	☐
MAINE	☐	☐	☐
MARYLAND	☐	☐	☐
MASSACHUSETTS	☐	☐	☐
MICHIGAN	☑	☐	☐
MINNESOTA	☐	☐	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☐	☐	☐
MONTANA	☐	☐	☐
NEBRASKA	☐	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☐	☐	☐
NEW JERSEY	☐	☐	☐
NEW MEXICO	☐	☐	☐
NEW YORK	☐	☐	☐
NORTH CAROLINA	☐	☐	☐
NORTH DAKOTA	☐	☐	☐
OHIO	☑	☐	☐
OKLAHOMA	☐	☐	☐
OREGON	☐	☐	☐
PENNSYLVANIA	☐	☐	☐
RHODE ISLAND	☐	☐	☐
SOUTH CAROLINA	☐	☐	☐
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☑	☐	☐
TEXAS	☑	☐	☐
UTAH	☑	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☑	☐	☐
WASHINGTON	☐	☐	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☐	☐	☐
WYOMING	☑	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

CURRICULUM FOR MEETING MODERN PROBLEMS (The New Model Me)

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
John R. Rowe	Project Director	100%
William F. Hamilton	Project Associate	73%
Marvin Pasch	Evaluator	13%
	Secretary	40%

Basic Features Adopter Needs To Put Into Operation

Instructors maintain a reasonably nonjudgmental and experiential atmosphere in the classroom for discussing topics in the affective domain; incorporate the causal approach to human behavior into classroom activity (also defined as achievement of the eight curriculum goals stated in The New Model Me Teacher's Manual); and use The New Model Me to attain the following minimum curriculum goals: initial in-depth instruction in Unit 1 and subsequent instruction in portions of Units 2-6 at 45 classroom sessions per year (35-45 minutes per session).

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

Participants: D/D, educators, and representatives of allied fields. Topics: goals of curriculum, history of program, overview of curriculum, causal approach to human behavior, curriculum's recognition, impact, evaluation, information on how audience can get involved. Format: lecture, film, and audience participation.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Participants: teachers, counselors, administrators, and representatives of allied fields. Topics: history of project, causal approach to human behavior, overview of project, units of curriculum used in classroom, implementation, and evaluation.

EVALUATION:

Evaluation design uses four instruments: Minnesota Teacher Attitude Inventory, to measure teachers' attitudes toward education and children; project-developed Personal Attitude Survey, to measure student attitudes toward self; project-developed Knowledge Examination; and classroom environment interviews. Adopter must pre- and post-test with project-developed instruments (one nationally validated) supplied by D/D. D/D may be able to help with data analysis.

FOLLOW-UP:

Follow-up sessions are available to those teaching, administering, and evaluating the curriculum for as long as necessary. Sessions generally last between three and five hours and include discussion of successes and failures, use of audiovisual materials and activities, completion of a utilization form, and student interviews.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☐
TRAINING	☒	☐	☒	☐
EVALUATION	☒	☐	☒	☐
CURRICULUM	☒	☐	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: SF or adopter supplies 16mm projector (any type), Super Technicolor Instant Movie Projector (Model 510 or Model 810), overhead projector, screen, projector stand, extension cords, a room that can be darkened, chairs set theater-style, chalkboard, 6- and 12-foot display tables.

TRAINING: SF or adopter supplies all of the above plus a cassette tape recorder.

Adoption Agreement

PARTIES SIGNING

	YES	NO	ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☐	☒	☒	☒	☒	☐

Activities Adopter Should Undertake To Implement Program

	PARTICIPANTS		
ACTIVITY	TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Attend awareness	X	X	Counselor
• Participate in initial and follow-up training	X	X	Counselor
• Administer pre- and posttests	X		Counselor
• Hold monthly meetings for participating staff	X	X	Counselor

Adoption Expenses

START-UP COST OR RANGE: $ 8 PER NUMBER OF PERSONS (SPECIFY): per pupil*

MAINTENANCE COST OR RANGE: $ minimal PER NUMBER OF PERSONS (SPECIFY):

*Based on a student population of 300. Figure includes the cost of texts and inservice training. Continuation costs are minimal if student texts are reused.

Contact

John R. Rowe, Project Director; Lakewood Board of Education; 1470 Warren Rd., Lakewood, OH 44107.
(216) 529-4267.

TRAINERS LISTING

Project: CURRICULUM FOR MEETING MODERN PROBLEMS (The New Model Me)

Selection Process: Qualified trainers participate in a two-day workshop conducted by project staff; demonstrate knowledge of program philosophy, approach, and content; have experience with affective education programs in general and/or with teaching The New Model Me; have experience in conducting training workshops or demonstrate training potential in workshops conducted by project staff; show confidence in trainer's role; and receive satisfactory subjective evaluation from project staff.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Diane Dvorin Boulder, CO	Contact Project Director for background information on trainers.	X	X			X	X	X	X	X		X
Charles Dyson Rock Island, IL		X	X	X	X	X	X	X	X	X		X
Beverly Lund Springfield, IL		X	X		X	X	X	X	X	X		X
Robert King Clear Lake, IA		X	X			X	X	X	X	X		X
George Varchola Davenport, IA		X	X		X	X	X	X	X	X		X
Jack Greider Wichita, KS		X	X			X	X	X	X	X		X
Monty Swanson Wichita, KS		X	X			X	X	X	X	X		X
Martha Williams Andover, MA		X	X			X	X	X	X	X		X
Ellen Meier Minneapolis, MN		X	X			X	X	X	X	X		X
Douglas MacDonald Tilton, NH		X	X			X	X	X	X	X		X
Sybil Nadel Madison, NJ		X	X			X	X	X	X	X		X
Richard Barnes Greensboro, NC		X	X			X	X	X	X	X		X
Barry G. Humphreys Greenville, NC		X	X			X	X	X	X	X		X
Jean Lahr Lakewood, OH		X	X		X	X	X	X	X	X		X
James Onk Lakewood, OH		X	X		X	X	X	X	X	X		X
Norman Pieschalski Lakewood, OH		X				X	X	X	X	X		X
Emery Ashby Fort Worth, TX		X	X			X	X	X	X	X		X
Eula Butler Houston, TX		X	X			X	X	X	X	X		X
James Dunn Waco, TX		X	X			X	X	X	X	X		X
Kathy Garner Houston, TX		X	X			X	X	X	X	X		X

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TRAINERS LISTING (continued)

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Jacquelyn Harrison Richardson, TX		X	X			X	X	X	X	X		X
Jane Henderson Houston, TX		X	X			X	X	X	X	X		X
Greg Kania Austin, TX		X	X			X	X	X	X	X		X
Jeannie Lockhart Houston, TX		X	X			X	X	X	X	X		X
Lila Macaluso Houston, TX		X	X			X	X	X	X	X		X
Mary McLaughlin Beaumont, TX		X	X			X	X	X	X	X		X
Naomi McQueen Houston, TX		X	X			X	X	X	X	X		X
Kenneth Miller Austin, TX		X	X		X	X	X	X	X	X		X
Jake Parker Houston, TX		X	X			X	X	X	X	X		X
Anita Pate Houston, TX		X	X			X	X	X	X	X		X
Vernon Stokes Burleson, TX		X	X			X	X	X	X	X		X
Suzy Terrel Huntsville, TX		X	X			X	X	X	X	X		X
Donald Vernon Houston, TX		X	X			X	X	X	X	X		X
Kathy Watkins Houston, TX		X	X			X	X	X	X	X		X
Della Whatley Waco, TX		X	X			X	X	X	X	X		X
Wiley Wilkerson Houston, TX		X	X			X	X	X	X	X		X

PROJECT: CURRICULUM FOR MEETING MODERN PROBLEMS (The New Model Me)

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☐	☐	☐
ARKANSAS	☑	☐	☐
CALIFORNIA	☑	☐	☐
COLORADO	☑	☐	☐
CONNECTICUT	☑	☐	☐
DELAWARE	☑	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☑	☐	☐
GEORGIA	☑	☐	☐
HAWAII	☐	☐	☐
IDAHO	☐	☐	☐
ILLINOIS	☑	☐	☐
INDIANA	☑	☐	☐
IOWA	☑	☑	☐
KANSAS	☑	☑	☐
KENTUCKY	☑	☐	☐
LOUISIANA	☐	☐	☐
MAINE	☐	☐	☐
MARYLAND	☑	☐	☐
MASSACHUSETTS	☑	☐	☐
MICHIGAN	☑	☑	☐
MINNESOTA	☑	☐	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☑	☑	☐
MONTANA	☐	☐	☐
NEBRASKA	☑	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☑	☑	☐
NEW JERSEY	☑	☐	☐
NEW MEXICO	☐	☐	☐
NEW YORK	☑	☑	☐
NORTH CAROLINA	☑	☐	☐
NORTH DAKOTA	☑	☐	☐
OHIO	☑	☑	☐
OKLAHOMA	☑	☐	☐
OREGON	☑	☐	☐
PENNSYLVANIA	☐	☐	☐
RHODE ISLAND	☐	☐	☐
SOUTH CAROLINA	☑	☑	☐
SOUTH DAKOTA	☑	☐	☐
TENNESSEE	☐	☐	☐
TEXAS	☑	☑	☐
UTAH	☑	☐	☐
VERMONT	☑	☐	☐
VIRGINIA	☑	☐	☐
WASHINGTON	☑	☐	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☑	☑	☐
WYOMING	☑	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

DAYTON DIRECT INSTRUCTION FOLLOW THROUGH RESOURCE CENTER

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Laura M. Lansdown	Center Coordinator	100%
Jeannie Boeke	Demonstation Teacher	50%
Mary Brooks	Demonstration Teacher	50%
Terry Sheffield	Media Developer	100%
Alma Mitchell	Secretary	100%

Basic Features Adopter Needs To Put Into Operation

Small-group instruction; structured daily program; teaching methods using signals, positive reinforcement, and correction procedures; staff development; continuous program monitoring.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

Resource Center staff, project staff, and/or sponsor staff introduce participants to Direct Instruction Reading, Math, and Language programs, teaching strategies, classroom management techniques, and program monitoring instruments; presentations include lecture and audience participation.

TRAINING: ( ) 1-2 DAYS (X) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Each training session is adapted to the needs of the requesting school district. Participants are given an in-depth introduction to curriculum materials, teaching strategies, and classroom management techniques. Teachers learn to use Direct Instruction teaching formats efficiently, to correct mistakes effectively, to manage children by positive reinforcement, to pace tasks so as to keep the children's attention, integrate critical teaching behaviors so that all children can demonstrate mastery of all staffs taught.

EVALUATION:

Evaluation design provides information on progress and impact of adoption and on student achievement which is used to plan follow-up technical assistance. Data are collected from pre- and posttesting with adopter's existing standardized achievement test. D/D is willing to analyze data. D/D will help to administer the Englemann-Becker Continuous Progress Tests. Adopter completes D/D's questionnaires on program impact and services rendered.

FOLLOW-UP:

D/D provides no-cost follow-up service to adopter approximately one day per month for two years or until all key elements of the program are in place.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☒	☐
TRAINING	☒	☐	☒	☐
EVALUATION	☒	☐	☐	☐
CURRICULUM	☒	☐	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: No special equipment required.

TRAINING: No special equipment required.

Adoption Agreement

	YES	NO
SUPPLIED BY D/D	☒	☐
WILLING TO USE SF'S	☒	☐

PARTIES SIGNING

ADOPTER	D/D	SF	FUNDING AGENCY
☒	☒	☐	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Attend awareness	X	X	
• Conduct needs assessment	X	X	
• Participate in initial training	X	X	
• Administer pre- and posttesting	X		
• Secure required materials		X	
• Participate in follow-up training	X	X	
• Conduct evaluation	X	X	

Adoption Expenses

START-UP COST OR RANGE: $ ____________ PER NUMBER OF PERSONS (SPECIFY): ____________

MAINTENANCE COST OR RANGE: $ ____________ PER NUMBER OF PERSONS (SPECIFY): ____________

Assuming 30 students per class, per-pupil costs, by subject area and grade level, for start-up and maintenance (maintenance cost in parentheses): Reading I, $14.03 ($5.35); Reading II, $16.82 ($5.35); Reading III, $27.12 ($7.40); Language I, $8.52 ($3.55); Language II, $9.27 ($4.30); Language III, $14.40 ($5.25). If two or more programs are used, the costs of a paraprofessional should be added.

Contact

Willetta C. Weatherford, Director, or Laura M. Lansdown, Coordinator; Dayton Follow Through Resource Center; 3410 Hoover Ave.; Dayton, OH 45407. (512) 268-1641.

PROJECT: DAYTON DIRECT INSTRUCTION FOLLOW THROUGH RESOURCE CENTER

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☐	☐	☐
ARKANSAS	☐	☐	☐
CALIFORNIA	☐	☐	☐
COLORADO	☐	☐	☐
CONNECTICUT	☐	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☑	☐	☐
FLORIDA	☐	☐	☐
GEORGIA	☐	☐	☐
HAWAII	☐	☐	☐
IDAHO	☐	☐	☐
ILLINOIS	☐	☐	☐
INDIANA	☐	☐	☐
IOWA	☐	☐	☐
KANSAS	☐	☐	☐
KENTUCKY	☐	☐	☐
LOUISIANA	☐	☐	☐
MAINE	☐	☐	☐
MARYLAND	☐	☐	☐
MASSACHUSETTS	☐	☐	☐
MICHIGAN	☐	☐	☐
MINNESOTA	☐	☐	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☐	☐	☐
MONTANA	☐	☐	☐
NEBRASKA	☐	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☐	☐	☐
NEW JERSEY	☐	☐	☐
NEW MEXICO	☐	☐	☐
NEW YORK	☑	☐	☐
NORTH CAROLINA	☐	☐	☐
NORTH DAKOTA	☐	☐	☐
OHIO	☑	☐	☐
OKLAHOMA	☐	☐	☐
OREGON	☑	☐	☐
PENNSYLVANIA	☑	☐	☐
RHODE ISLAND	☐	☐	☐
SOUTH CAROLINA	☐	☐	☐
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☐	☐	☐
TEXAS	☐	☐	☐
UTAH	☐	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☐	☐	☐
WASHINGTON	☐	☐	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☐	☐	☐
WYOMING	☐	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

DEVELOPING MODELS FOR SPECIAL EDUCATION (DMSE)

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Deborah King	Project Director	80%
Dianne B. Cannon	Secretary	100%

Basic Features Adopter Needs To Put Into Operation

Adopting site personnel must carry out the duties of social worker, consulting teacher, psychologist, and exceptional student coordinator. Adopter must implement a management system that progresses from identification procedures to educational planning for individual students.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

D/D representative gives an overview of DMSE-developed exceptional education management system, describes roles and responsibilities of personnel who carry out the management system, describes DMSE demonstration, training, technical assistance services, and outlines steps in adopting the program.

TRAINING: (X) 1-2 DAYS (X) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Personnel designated as consulting teacher, social worker, psychologist, and exceptional student coordinator are trained in carrying out their responsibilities and in the total management system either individually or in small groups. In large-group sessions the implementation and management of the total system are discussed.

EVALUATION:

Evaluation consists of pre/posttesting of short-term objectives for each exceptional education student and interim adoption monitoring by the trained district administrator who fills out a questionnaire on implementation of the management system. Adopter forwards completed questionnaires and a summary of completed pre/posttest data on individual students to D/Ds.

FOLLOW-UP:

D/D monitors the implementation of the management system; helps solve problems and provides technical assistance by phone or by a visit to the adopter, if necessary. Adopter assumes D/D travel expenses.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☒	☐	☐
CURRICULUM	☐	☐	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Overhead projector and screen; must be provided by SF.

TRAINING: Overhead projector and screen; must be provided by SF.

Adoption Agreement

	YES	NO				
			PARTIES SIGNING			
			ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☒	☐	☒	☒	☐	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Administrative personnel attend awareness presentation			
• Administrative personnel and D/D conduct needs assessment			
• Adopter purchases training and implementation materials			
• Consulting teacher, social worker, psychologist, and exceptional student coordinator receive training			
• Adopter personnel implement management system			
• Teachers and district administrator provide data and information to D/D			

Adoption Expenses

START-UP COST OR RANGE: $ ________ PER NUMBER OF PERSONS (SPECIFY): ________

MAINTENANCE COST OR RANGE: $ ________ PER NUMBER OF PERSONS (SPECIFY): ________

Cost depends on existing resources, extent of implementation, and student population. If personnel recommended for supervising and administering the procedures are already available, no additional personnel expenses are required.

Contact

Deborah King, Director; OMSE Project; P.O. Box 499; Monticello, FL 32344. (904) 997-3781.

PROJECT: DEVELOPING MODELS FOR SPECIAL EDUCATION (DMSE)

33-S

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES	STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐	NEBRASKA	☐	☐	☐
ALASKA	☐	☐	☐	NEVADA	☐	☐	☐
ARIZONA	☐	☐	☐	NEW HAMPSHIRE	☐	☐	☐
ARKANSAS	☐	☐	☐	NEW JERSEY	☐	☐	☐
CALIFORNIA	☐	☐	☐	NEW MEXICO	☐	☐	☐
COLORADO	☐	☐	☐	NEW YORK	☐	☐	☐
CONNECTICUT	☐	☐	☐	NORTH CAROLINA	☐	☐	☐
DELAWARE	☐	☐	☐	NORTH DAKOTA	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐	OHIO	☐	☐	☐
FLORIDA	☑	☐	☐	OKLAHOMA	☐	☐	☐
GEORGIA	☐	☐	☐	OREGON	☐	☐	☐
HAWAII	☐	☐	☐	PENNSYLVANIA	☐	☐	☐
IDAHO	☐	☐	☐	RHODE ISLAND	☐	☐	☐
ILLINOIS	☐	☐	☐	SOUTH CAROLINA	☐	☐	☐
INDIANA	☐	☐	☐	SOUTH DAKOTA	☐	☐	☐
IOWA	☐	☐	☐	TENNESSEE	☐	☐	☐
KANSAS	☐	☐	☐	TEXAS	☐	☐	☐
KENTUCKY	☐	☐	☐	UTAH	☐	☐	☐
LOUISIANA	☐	☐	☐	VERMONT	☐	☐	☐
MAINE	☐	☐	☐	VIRGINIA	☑	☐	☐
MARYLAND	☐	☐	☐	WASHINGTON	☐	☐	☐
MASSACHUSETTS	☐	☐	☐	WEST VIRGINIA	☐	☐	☐
MICHIGAN	☑	☐	☐	WISCONSIN	☐	☐	☐
MINNESOTA	☐	☐	☐	WYOMING	☐	☐	☐
MISSISSIPPI	☐	☐	☐	VIRGIN ISLANDS	☐	☐	☐
MISSOURI	☐	☐	☐	PUERTO RICO	☐	☐	☐
MONTANA	☐	☐	☐				

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PROJECT INFORMATION SHEET

Project

DEVELOPMENTAL PLAY (DP): A Validated Pupil Personnel Services Demonstration Project

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Ralph Bailey	Project Director	10%*
Viola A. Brody	Project Supervisor: leads ongoing demonstration groups at home site, conducts introductory and follow-up training workshops for new and ongoing programs; conducts awareness sessions	90%
Sue Stephenson	Certified Trainer: provides consultation, conducts training for new adopters and ongoing programs	10%

*Salary is paid with non-NDN funds.

Basic Features Adopter Needs To Put Into Operation

- Each child is paired with an adult.
- Circle Time is conducted with six child-adult pairs.
- Adults are supervised to gain understanding of their children and their own reactions.
- Group leader is organized and self-confident.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES ( ) 1 HOUR (X) LONGER (SPECIFY) 7 hours

Audience: preschool and early elementary teachers, psychologists, counselors, parents, and college students. Format: experiential exercises combined with audience demonstration, slides, and videotapes to show what a DP program is like in the classroom. Participants have an opportunity to ask questions. How the program would work in the participants' school with such categories of children as hearing-impaired, emotionally handicapped, language-impaired, hyperactive, and withdrawn is demonstrated.

TRAINING: ( ) 1-2 DAYS (X) 3-4 DAYS ( ) 5-6 DAYS (X) LONGER (SPECIFY) See below

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Two-day preservice training: first day uses experiential exercises to get the adult in touch with his own inner child; on the second day, six volunteers are videotaped while practice playing with normal, outgoing first-grade children. The first one-day follow-up training session, conducted at the adopter site, takes place after about four sessions, to give feedback to adopter staff in their process of becoming attached to children and in dealing with the children's attachment to them. The second follow-up training session helps adopter staff say goodbye to the children in a healthy, constructive, growth-stimulating way. The approach, focus, and games are created specially for the type of children in the adopter's program. In addition, a two-day introductory workshop and a two-day follow-up workshop are held at D/D site each year (September 18-19 and December [illegible]-19, 1980).

EVALUATION:

Evaluation uses a Teacher-Relationship Rating Scale, available free from D/D, teacher's reports, and parents' reports (if available) to measure change in children's ability to relate intimately with adults and peers and to concentrate and stay on task.

FOLLOW-UP:

After the first year, follow-up services are provided at adopter's request for as long as adopter desires. Adopter assumes all costs.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☐	☐
TRAINING	☒	☐	☐	☐
EVALUATION	☒	☐	☒	☒
CURRICULUM	☒	☒	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Requester provides Kodak carousel slide projector and screen. A Sony half-inch reel-to-reel video playback unit may also be used but is not required.

TRAINING: Adopter provides Kodak carousel slide projector, screen, and videotaping equipment. Trainees need notebooks for journal writing.

Adoption Agreement

	YES	NO	ADOPTER	D/D	SF	FUNDING AGENCY
			PARTIES SIGNING			
SUPPLIED BY D/D	☐	☒				
WILLING TO USE SF'S	☒	☐	☒	☒	☒	☒

Activities Adopter Should Undertake To Implement Program

	PARTICIPANTS		
ACTIVITY	TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
*Attend awareness session contact Project Director, or attend orientation workshop at D/D site	X	X	School Psycholog., Parents Mental Health Staff, etc.
*Apply for grant from SF and work out implementation plan with D/D		X	
*Select training leader	X		
*Determine where program will be located, when, how children and staff will be selected		X	
*Attend two-day preservice workshop	X	X	Others interested
*Administer pretests	X		
*Participate in two follow-up workshops	X	X	
*Administer posttests	X		

Adoption Expenses

START-UP COST OR RANGE: $ 2,000-$2,800 PER NUMBER OF PERSONS (SPECIFY): 1 leader, 6 adult teachers, 6 children

MAINTENANCE COST OR RANGE: $ 300-$550 PER NUMBER OF PERSONS (SPECIFY): same as above

Awareness: $150 for tuition plus presenter's expenses; one DP Sourcebook for each participant, $3 per copy; cost of videotapes. Training: $150 per day plus trainer's expenses for one two-day preservice orientation and two one-day follow-up visits. Eight-day intensive summer workshop costs $650. Maintenance costs include substitute teachers and videotapes. Note: Project-trained teachers use their skills with all their children, not just six.

Contact

Viola A. Brody; 519 Plaza Seville Ct.; Treasure Island, FL 33706. (813) 360-2062.

PROJECT: DEVELOPMENTAL PLAY (DP): A Validated Pupil Personnel Services Demonstration Project

34-S

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES	STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐	NEBRASKA	☐	☐	☐
ALASKA	☐	☐	☐	NEVADA	☐	☐	☐
ARIZONA	☐	☐	☐	NEW HAMPSHIRE	☐	☐	☐
ARKANSAS	☐	☐	☐	NEW JERSEY	☐	☐	☐
CALIFORNIA	☐	☐	☐	NEW MEXICO	☐	☐	☐
COLORADO	☐	☐	☐	NEW YORK	☑	☐	☐
CONNECTICUT	☐	☐	☐	NORTH CAROLINA	☐	☐	☐
DELAWARE	☐	☐	☐	NORTH DAKOTA	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐	OHIO	☐	☐	☐
FLORIDA	☑	☑	☑	OKLAHOMA	☐	☐	☐
GEORGIA	☑	☑	☐	OREGON	☐	☐	☐
HAWAII	☐	☐	☐	PENNSYLVANIA	☐	☐	☐
IDAHO	☐	☐	☐	RHODE ISLAND	☐	☐	☐
ILLINOIS	☐	☐	☐	SOUTH CAROLINA	☐	☐	☐
INDIANA	☐	☐	☐	SOUTH DAKOTA	☐	☐	☐
IOWA	☑	☐	☐	TENNESSEE	☑	☑	☐
KANSAS	☐	☐	☐	TEXAS	☐	☐	☐
KENTUCKY	☐	☐	☐	UTAH	☐	☐	☐
LOUISIANA	☐	☐	☐	VERMONT	☐	☐	☐
MAINE	☐	☐	☐	VIRGINIA	☐	☐	☐
MARYLAND	☐	☐	☐	WASHINGTON	☐	☐	☐
MASSACHUSETTS	☐	☐	☐	WEST VIRGINIA	☐	☐	☐
MICHIGAN	☐	☐	☐	WISCONSIN	☐	☐	☐
MINNESOTA	☐	☐	☐	WYOMING	☐	☐	☐
MISSISSIPPI	☐	☐	☐	VIRGIN ISLANDS	☐	☐	☐
MISSOURI	☐	☐	☐	PUERTO RICO	☐	☐	☐
MONTANA	☐	☐	☐				

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PROJECT INFORMATION SHEET

Project

DIAGNOSTIC PRESCRIPTIVE ARITHMETIC (DPA)

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Matthew Scaffa	Project Director	40%
Janet Castellano	Project Coordinator	100%

Basic Features Adopter Needs To Put Into Operation

Administration of the DPA diagnostic tests throughout the year for planning instruction; established routines for instructional groupings to meet inferred needs; regular use of physical materials for modeling and developing arithmetic concepts; on-going development of such problem-solving skills as estimation and approximations, data collection, organization, and interpretation; application of arithmetic to real-life situations and observation of patterns and relationships among numbers; use of the DPA process, including activities, procedures, and teaching techniques presented in the DPA manual and training program; and employment of the DPA Class Analysis Chart for record keeping.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR (X) LONGER (SPECIFY) 1-1/2 hours

"The Plus That Makes the Difference" filmstrip provides a program overview. Participants (supervisors, administrators, teachers, parents) are actively engaged in mathematical experiences that reflect the program's philosophy, approach, and curriculum essentials. The adoption procedure is discussed with the aid of an overhead projector. Project materials are displayed. Descriptive brochures are distributed, and requests for more in-depth information are received. A question and answer period follows. The time and content emphasis of the presentation may be altered to meet specific group needs.

TRAINING: ( ) 1-2 DAYS (X) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

The teachers, principals, supervisors, and aides, implementing the program will participate in an intensive three-day training workshop. The DPA components will be presented through hands-on experiences with manipulative materials, simulations, "chalk-talks," group work, gaming, and materials production. The program rationale and philosophy, diagnostic techniques, prescriptive approaches, curriculum content, classroom management, record keeping, and "mathophobia" therapy sessions are described. A large, comfortable room with tables, chairs, chalkboards, and electrical outlets is necessary. A minimum of 18 and a maximum of 34 persons may participate. Two trainers are always used.

EVALUATION:

Standardized pre- and posttest data must be submitted after one full year of implementation. Classroom implementation monitoring charts must be completed and returned annually by local project coordinators. Responses to principal questionnaires and teacher checklists are requested periodically. These provide the basis for planning follow-up activities and technical assistance. State Facilitator evaluation forms may be used if approved by DPA.

FOLLOW-UP:

Follow-up is provided at the request of the adopter and may include classroom visitations, demonstration lessons, retraining workshops, expansion activities, and group sharing. One or two days are scheduled, and the cost is negotiable.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☐
TRAINING	☒	☒	☒	☒
EVALUATION	☒	☐	☒	☐
CURRICULUM	☒	☒	☒	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Dukane filmstrip projector, screen, chalkboard, overhead projector, table for displaying materials. State Facilitator must supply equipment.

TRAINING: Chalkboards, Dukane filmstrip projector, screen, overhead projector, large tables, paper cutter, laminating machine (and film), and tag board. These must be supplied by adopter or State Facilitator. (All commercial materials needed for program implementation -- for example, unifix cubes and squared place value materials -- must be purchased by adopters for distribution during the workshop.)

Adoption Agreement

	YES	NO
SUPPLIED BY D/D	☒	☐
WILLING TO USE SF'S	☒ On approval	☐

PARTIES SIGNING

ADOPTER	D/D	SF	FUNDING AGENCY
☒	☒	☒	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Attend awareness presentation	X	X	Parent
• Communicate interest to SF, D/D; request in-depth information or arrange for demonstration-site visit	X	X	
• Present DPA to curr. council, principals, teachers, others for evaluation, discussion, development of implementation plan; select local coordinator	X	X	School Board
• Return adoption agreement, commitments to DPA with accompanying information		X	Local Coordinator
• Order materials; arrange workshop site, release time for teachers			Local Coordinator
• Participate in three-day training workshop	X	X	Local Coordinator
• Pre- and posttest students; begin implementation	X		
• Submit to DPA classroom monitoring charts, coordinators survey, and pre/posttest data; arrange for follow-up technical assistance			Local Coordinator

Adoption Expenses

START-UP COST OR RANGE: $ 200 (materials only) PER NUMBER OF PERSONS (SPECIFY): per teacher
MAINTENANCE COST OR RANGE: $ 30 PER NUMBER OF PERSONS (SPECIFY): per teacher

Other expenses to consider include substitute salaries for three full days of release time for teachers' and supervisors' training and travel and per diem for two trainers for four days (negotiable).

Contact

Matthew Scaffa, Project Director, or Janet Castellano, Project Coordinator; Community School District #31; 211 Daniel Low Terr.; Staten Island, NY 10301. (212) 447-3637.

TRAINERS LISTING

Project: DIAGNOSTIC PRESCRIPTIVE ARITHMETIC (DPA)

Selection Process: The following criteria have been established: involvement in a minimum of three preimplementation training workshops; attendance at three awareness sessions; visitation to original site; participation in DPA Trainers of Teachers workshop; involvement in implementation of DPA adoption as teacher and/or coordinator; educational philosophy consistent with DPA program; understanding of elementary mathematics and methodology; and letter of application, resume, and personal and professional references.

In addition, the following qualities will also be considered: enthusiasm for the program; sensitivity to the needs of individuals in a group; professional manner; and energetic spirit.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Virginia Hallmark Kenai, AK	Spring 1980; working toward full trainer's certification	X		X	X	X	X	X	X		X	X
Virginia Maesner Kenai, AK	Spring 1980; working toward full trainer's certification	X		X	X	X	X	X	X		X	X
Paul Moser Cincinnati, OH	Spring 1980; presenter			X	X	X	X	X	X		X	X
Diane Thompson Cincinnati, OH	Spring 1980; presenter	X				X	X	X	X		X	X
Jerrilyn Lawless Staten Island, NY	Project staff; original D/D	X	X	X	X	X	X	X	X	X		X
Louise Pirrello Staten Island, NY	Project staff; original D/D	X	X	X	X	X	X	X	X	X		X
Lorraine Zimmerman Staten Island, NY	Project staff; original D/D	X	X	X	X	X	X	X	X	X		X
Norma Castleberry San Angelo, TX	Fall 1979; working toward full trainer's certification	X		X	X	X	X	X	X		X	X
Vonell Huitt San Angelo, TX	Fall 1978	X	X	X	X	X	X	X	X	X		X
Rebecca James Houston, TX	Spring 1980	X	X	X	X	X	X	X	X		X	X
Dwight Mickels Bremerton, WA	Spring 1980; presenter	X		X		X	X	X	X		X	X
Sallie Richards Cosmopolis, WA	Spring 1990; working toward full trainer's certification		X	X	X	X	X	X	X		X	X
Ann Uno Bellevue, WA	Spring 1980; presenter	X				X	X	X	X		X	X

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PROJECT: DIAGNOSTIC PRESCRIPTIVE ARITHMETIC (DPA)

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES	STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐	NEBRASKA	☐	☐	☐
ALASKA	☑	☑	☑	NEVADA	☐	☐	☐
ARIZONA	☐	☐	☐	NEW HAMPSHIRE	☐	☐	☐
ARKANSAS	☑	☐	☐	NEW JERSEY	☑	☑	☑
CALIFORNIA	☐	☐	☐	NEW MEXICO	☐	☐	☐
COLORADO	☐	☐	☐	NEW YORK	☑	☑	☑
CONNECTICUT	☑	☐	☐	NORTH CAROLINA	☑	☐	☐
DELAWARE	☑	☐	☐	NORTH DAKOTA	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐	OHIO	☑	☑	☐
FLORIDA	☐	☐	☐	OKLAHOMA	☐	☐	☐
GEORGIA	☑	☐	☐	OREGON	☐	☐	☐
HAWAII	☐	☐	☐	PENNSYLVANIA	☐	☐	☐
IDAHO	☐	☐	☐	RHODE ISLAND	☑	☐	☐
ILLINOIS	☐	☐	☐	SOUTH CAROLINA	☐	☐	☐
INDIANA	☐	☐	☐	SOUTH DAKOTA	☐	☐	☐
IOWA	☐	☐	☐	TENNESSEE	☑	☐	☐
KANSAS	☐	☐	☐	TEXAS	☑	☑	☑
KENTUCKY	☐	☐	☐	UTAH	☐	☐	☐
LOUISIANA	☐	☐	☐	VERMONT	☐	☐	☐
MAINE	☐	☐	☐	VIRGINIA	☐	☐	☐
MARYLAND	☐	☐	☐	WASHINGTON	☑	☑	☑
MASSACHUSETTS	☑	☐	☐	WEST VIRGINIA	☑	☑	☐
MICHIGAN	☑	☐	☐	WISCONSIN	☑	☐	☐
MINNESOTA	☐	☐	☐	WYOMING	☐	☐	☐
MISSISSIPPI	☐	☐	☐	VIRGIN ISLANDS	☐	☐	☐
MISSOURI	☑	☑	☐	PUERTO RICO	☐	☐	☐
MONTANA	☐	☐	☐				

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PROJECT INFORMATION SHEET

Project

PROJECT DISCOVERY

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Philip Olive	Project Director	75%
William C. Majure	Project Evaluator	9%

Basic Features Adopter Needs To Put Into Operation

- Purchase of Project Discovery Exploration System (at least 10 packages)
- Release of two staff members, including project teacher, for two days of inservice training
- Offer of Project Discovery, preferably as a separate course (usually elective), in the present curriculum
- Provision of facilities and equipment required by the project
- Assignment of LEA coordinator who is aware of the program and who will monitor its progress

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES ( ) 1 HOUR (X) LONGER (SPECIFY) 1-1/2 hours

The presenter usually includes in the time allotted a slide/tape program and a 16mm film presentation, has sample packages for examination, allows time for questions and answers, and provides hand-out materials giving more detailed information on the system.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Training at adopter site preferred. One trainer is sent, and at least two and no more than 15 staff members, including the main teacher of the system, must be present for training. If possible, an administrator should also be present for at least part of the session, to become acquainted with the program. After introductory material is presented, the remainder of the workshop is spent in hands-on activity, working through the packages as time allows. Particular needs of the local situation are addressed.

EVALUATION:

Demonstration sites must use the original evaluation instruments developed by the D/D and administered by the adopter, with data analyzed by D/D or adopter. Other adopters may purchase and use the same instruments, with data analyzed by D/D.

FOLLOW-UP:

When deemed necessary by adopter, follow-up services are available in the form of telephone assistance or an on-site visit, with cost assumed by the adopter.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☒	☒
TRAINING	☒	☒	☐	☐
EVALUATION	☐	☒	☐	☐
CURRICULUM	☒	☒	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Slide/carousel projector, cassette tape recorder, 16mm projector, screen, table, and chairs

TRAINING: 16mm projector, slide carousel projector, cassette tape recorder/players, screen, work tables and chairs (no desks)

Adoption Agreement

	YES	NO				
			PARTIES SIGNING			
			ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☒	☐	☒	☒	☐	☐

Activities Adopter Should Undertake To Implement Program

	PARTICIPANTS		
ACTIVITY	TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
° Attend initial awareness session	X	X	
° Conduct needs assessment	X	X	SF
° Purchase packages and needed equipment	X	X	
° Attend two-day training workshop	X	X (at least part of time)	
° Conduct pre- and posttesting	X		

Adoption Expenses

START-UP COST OR RANGE: $ 5,000 - $14,260 PER NUMBER OF PERSONS (SPECIFY): ______

MAINTENANCE COST OR RANGE: $ 1 PER NUMBER OF PERSONS (SPECIFY): per student per package

Thirty-seven career exploration packages are available for purchase. Enough consumables are initially supplied so that 25 students could work through each of the packages individually. It takes from three to four hours to complete all activities of each package. A maintenance cost of $1 per student per package is needed for resupply. All resupply or inventory can be maintained locally. To ensure the same evaluation as the JDRP-approved program, at least ten packages should be completed by each student.

Contact

Philip A. Olive; Project Discovery; experience education; 401 Reed St.; Red Oak, IA 51566.
(712) 623-4913 or (800) 831-5886.

TRAINERS LISTING

Project: PROJECT DISCOVERY

Selection Process: Trainers must have taught Project Discovery in a classroom setting; demonstrate organizational ability; and receive final qualification approval from Project Director.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Rick Simon San Diego, CA	1976; Consultant	X	X		X	X	X	X	X	X		X
Steve Halstead Ankeny, IA	1978; Teacher	X	X	X	X	X	X	X	X	X		X
Linda Shearer Corning, IA	1976; Teacher	X	X	X	X	X	X	X	X	X		X
Dave Taylor Council Bluffs, IA	1980; Teacher	X	X		X	X	X	X	X	X		X
Phyllis Buryer Ord, NE	1980; Teacher	X	X	X	X	X	X	X	X	X		X
Mary S. Vickers Aberdeen, SD	1979; Teacher, administrator	X	X	X	X	X	X	X	X	X		X

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ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☑	☐
ALASKA	☐	☐	☐
ARIZONA	☐	☑	☐
ARKANSAS	☐	☐	☐
CALIFORNIA	☑	☑	☐
COLORADO	☐	☐	☐
CONNECTICUT	☑	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☑	☐	☐
GEORGIA	☐	☐	☐
HAWAII	☐	☐	☐
IDAHO	☑	☐	☐
ILLINOIS	☐	☐	☐
INDIANA	☐	☐	☐
IOWA	☑	☑	☐
KANSAS	☑	☐	☐
KENTUCKY	☐	☐	☐
LOUISIANA	☐	☐	☐
MAINE	☐	☐	☐
MARYLAND	☐	☐	☐
MASSACHUSETTS	☑	☐	☐
MICHIGAN	☑	☑	☐
MINNESOTA	☐	☐	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☑	☐	☐
MONTANA	☑	☐	☐
NEBRASKA	☑	☐	☐
NEVADA	☑	☐	☐
NEW HAMPSHIRE	☑	☐	☐
NEW JERSEY	☐	☐	☐
NEW MEXICO	☐	☐	☐
NEW YORK	☐	☐	☐
NORTH CAROLINA	☐	☐	☐
NORTH DAKOTA	☐	☐	☐
OHIO	☐	☐	☐
OKLAHOMA	☐	☐	☐
OREGON	☐	☐	☐
PENNSYLVANIA	☑	☐	☐
RHODE ISLAND	☐	☐	☐
SOUTH CAROLINA	☐	☐	☐
SOUTH DAKOTA	☑	☐	☐
TENNESSEE	☐	☐	☐
TEXAS	☐	☑	☐
UTAH	☐	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☐	☐	☐
WASHINGTON	☑	☐	☐
WEST VIRGINIA	☑	☐	☐
WISCONSIN	☐	☐	☐
WYOMING	☐	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

DISCOVERY THROUGH READING

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Dorothy Neff	Director	100%

Basic Features Adopter Needs To Put Into Operation

- Teacher student ratio is 1:2.
- Five main tasks taught each session.
- Task sheet used each session for structure.
- Students scheduled for at least two 45-minute sessions weekly.
- Reinforcement procedures used.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR (X) LONGER (SPECIFY) 1-1/2 hours preferred

Awareness consists of a description of the features that make the program unique. Slides are shown and two members of the audience participate in role playing.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Training is structured to give people a feeling for the program's environment and how the reinforcement techniques, tests, sheets, and materials are used.

EVALUATION:

Adopter may use any tests. Student pre/post scores must be forwarded to the D/D.

FOLLOW-UP:

Classroom visits with question-and-answer sessions and demonstrations for teachers can be arranged if requested.

Compiled Summer 1980

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☐	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☐	☐	☐
CURRICULUM	☒	☐	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Slide projector; SF must provide.

TRAINING: Slide projector; videotape playback equipment (optional); SF must provide.

Adoption Agreement

	YES	NO
SUPPLIED BY D/D	☐	☒
WILLING TO USE SF'S	☐	☐

PARTIES SIGNING

ADOPTER	D/D	SF	FUNDING AGENCY
☒	☐	☐	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Attend training	X		
• Secure required materials for instruction		X	

Adoption Expenses

START-UP COST OR RANGE:	$ 20 200	PER NUMBER OF PERSONS (SPECIFY):	per student per classroom
MAINTENANCE COST OR RANGE:	$ 20	PER NUMBER OF PERSONS (SPECIFY):	per student

SF or adopter assumes transportation costs for training and meals at training site.

Contact

Dorothy Neff, Project Director; Clarkston Community Schools; 6590 Middle Lake Rd.; Clarkston, MI 48016.
(313) 625-3330.

TRAINERS LISTING

Project: DISCOVERY THROUGH READING

Selection Process: Approval by D/D; approval by trainer's superintendent or district; one day training at D/D site.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Mary Haas Elgins, ND	Spring 1980	X	X		X	X		X	X		X	X
Evelyn Konitz New Salem, ND	Spring 1980	X	X		X	X		X	X		X	X
Carl Pyzowski N. Schuykill, PA	Spring 1980	X	X		X	X		X	X		X	X

PROJECT: DISCOVERY THROUGH READING

37-S

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES	STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐	NEBRASKA	☑	☐	☐
ALASKA	☐	☐	☐	NEVADA	☐	☐	☐
ARIZONA	☐	☐	☐	NEW HAMPSHIRE	☐	☐	☐
ARKANSAS	☐	☐	☐	NEW JERSEY	☐	☐	☐
CALIFORNIA	☐	☐	☐	NEW MEXICO	☐	☐	☐
COLORADO	☐	☐	☐	NEW YORK	☑	☐	☐
CONNECTICUT	☐	☐	☐	NORTH CAROLINA	☑	☐	☐
DELAWARE	☐	☐	☐	NORTH DAKOTA	☑	☑	☑
DISTRICT OF COLUMBIA	☐	☐	☐	OHIO	☐	☐	☐
FLORIDA	☑	☐	☐	OKLAHOMA	☑	☐	☐
GEORGIA	☐	☐	☐	OREGON	☐	☐	☐
HAWAII	☑	☐	☐	PENNSYLVANIA	☑	☑	☑
IDAHO	☑	☐	☐	RHODE ISLAND	☐	☐	☐
ILLINOIS	☑	☐	☐	SOUTH CAROLINA	☐	☐	☐
INDIANA	☐	☐	☐	SOUTH DAKOTA	☐	☐	☐
IOWA	☐	☐	☐	TENNESSEE	☐	☐	☐
KANSAS	☐	☐	☐	TEXAS	☑	☐	☐
KENTUCKY	☐	☐	☐	UTAH	☐	☐	☐
LOUISIANA	☐	☐	☐	VERMONT	☐	☐	☐
MAINE	☐	☐	☐	VIRGINIA	☐	☐	☐
MARYLAND	☐	☐	☐	WASHINGTON	☐	☐	☐
MASSACHUSETTS	☐	☐	☐	WEST VIRGINIA	☐	☐	☐
MICHIGAN	☑	☑	☐	WISCONSIN	☐	☐	☐
MINNESOTA	☑	☐	☐	WYOMING	☐	☐	☐
MISSISSIPPI	☐	☐	☐	VIRGIN ISLANDS	☐	☐	☐
MISSOURI	☐	☐	☐	PUERTO RICO	☐	☐	☐
MONTANA	☐	☐	☐				

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PROJECT INFORMATION SHEET

Project

DIVERSIFIED EDUCATIONAL EXPERIENCES PROGRAM (DEEP)

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Jane Connett	Director: awareness, training, follow-up	100%
Monty Swanson	Teacher/Trainer: awareness, training, follow-up	10%
Bill Jenkins	Teacher/Trainer: awareness, training, follow-up	10%
Ruth Karban	Teacher/Trainer: awareness, training, follow-up	10%

Basic Features Adopter Needs To Put Into Operation

- Student-directed learning
- Student goal setting
- Individual and small-group work
- Student self-evaluation
- Student contracting
- Informal classroom environment

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR (X) LONGER (SPECIFY) 1-1/2 hours

Awareness consists of a lecture, filmstrip, and question-and-answer session.

TRAINING: ( ) 1-2 DAYS (X) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

During three six-hour days, the following activities occur: getting acquainted, introduction to program, goal setting, discussion of learning styles and media skills, showing a film, planning, preparing, presenting participant projects, evaluation, planning individual management system, debriefing, developing support systems, and developing an implementation plan.

EVALUATION:

Adopter must gather attendance and dropout data, and follow the Checklist for Key Elements Implementation. Adopter should administer an attitudinal pre- and posttest (Risk Taking Attitudes Values Inventory, Miskimins S-G-O Inventory, or other test approved by D/D). Adopter must administer all tests; D/D will perform any data analysis.

FOLLOW-UP:

Follow-up consists of at least one on-site visit during the first year of implementation. An informal one-hour meeting with teachers and administrators involved with the program takes place, the Checklist for Key Elements Implementation is gone over, and classes are observed. Follow-up is offered as long as necessary; the cost, which can be assumed by D/D if necessary, is negotiated prior to training (usually when the adoption agreement is signed).

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☐	☐	☒
CURRICULUM	☐	☐	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: DuKane filmstrip projector (preferred) or any filmstrip projector and cassette tape recorder, screen

TRAINING: Videotape recorder, TV monitor and television camera, carousel slide projector, cassette tape recorder, filmstrip projector, 16mm movie projector, and screen

Adoption Agreement

	YES	NO
SUPPLIED BY D/D	☒	☐
WILLING TO USE SF'S	☒	☐

PARTIES SIGNING

ADOPTER	D/D	SF	FUNDING AGENCY
☒	☒	☒	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
° Conduct needs assessment, attend awareness (materials and/or presentation), select program, attend training, and conduct classroom implementation, evaluation, and follow-up	X	X	

Adoption Expenses

START-UP COST OR RANGE: $ 1,500-$3,000 PER NUMBER OF PERSONS (SPECIFY): per 10 teachers

MAINTENANCE COST OR RANGE: $ 1,000-$1,500 PER NUMBER OF PERSONS (SPECIFY): per 10 teachers

Costs include travel, meals, and lodging for trainer; training manuals; stipends or substitutes; miscellaneous classroom materials; and evaluation instruments. Maintenance costs include one follow-up visit, miscellaneous classroom materials (consumables), and evaluation instruments.

Contact

Jane Connett, Director; Project DEEP; Wichita Public Schools; 640 N. Emporia; Wichita, KS 67214. (316) 268-7801.

TRAINERS LISTING

Project: DIVERSIFIED EDUCATIONAL EXPERIENCES PROGRAM (DEEP)

Selection Process: Trainer must successfully teach in a D/D classroom for at least one year (two years are preferable), complete a two-day training course by a D/D staff member, intern with a D/D staff member for a minimum of one training session, and receive certification by the project director.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
	DEEP presently has no trainers outside the original site, but is planning to add two to four trainers during 1980-81.											

PROJECT: DIVERSIFIED EDUCATIONAL EXPERIENCES PROGRAM (DEEP)

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☐	☐	☐
ARKANSAS	☐	☐	☐
CALIFORNIA	☐	☐	☐
COLORADO	☐	☐	☐
CONNECTICUT	☐	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☑	☐	☐
FLORIDA	☐	☐	☐
GEORGIA	☐	☐	☐
HAWAII	☐	☐	☐
IDAHO	☐	☐	☐
ILLINOIS	☑	☐	☐
INDIANA	☐	☐	☐
IOWA	☐	☐	☐
KANSAS	☑	☐	☐
KENTUCKY	☐	☐	☐
LOUISIANA	☑	☐	☐
MAINE	☐	☐	☐
MARYLAND	☑	☐	☐
MASSACHUSETTS	☐	☐	☐
MICHIGAN	☑	☐	☐
MINNESOTA	☑	☐	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☐	☐	☐
MONTANA	☑	☐	☐
NEBRASKA	☑	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☐	☐	☐
NEW JERSEY	☐	☐	☐
NEW MEXICO	☐	☐	☐
NEW YORK	☑	☐	☐
NORTH CAROLINA	☑	☑	☐
NORTH DAKOTA	☐	☐	☐
OHIO	☑	☐	☐
OKLAHOMA	☐	☐	☐
OREGON	☐	☐	☐
PENNSYLVANIA	☐	☐	☐
RHODE ISLAND	☐	☐	☐
SOUTH CAROLINA	☑	☐	☐
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☑	☐	☐
TEXAS	☑	☐	☐
UTAH	☐	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☑	☐	☐
WASHINGTON	☐	☐	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☑	☐	☐
WYOMING	☐	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

EARLY PREVENTION OF SCHOOL FAILURE

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Luceille Werner	Director for NDN and Title IV EPSF Project	35%
Helen Gauntt	EPSF Consultant for NDN	100%
Jean Fuley	EPSF Consultant for NDN	100%
Judy Judy	EPSF Consultant for Illinois Title IV	100%

Basic Features Adopter Needs To Put Into Operation

- Team screening of all incoming 4, 5, and/or 6-year olds, using project tests and other standardized tests
- Team staffing of children to identify learning style and special needs
- Project-prescribed minimum time in each individualized program modality for identified children
- Use of project curriculum materials
- Record keeping by teachers on progress of each child identified to participate in program activities
- Posttesting of all children involved in program activities
- Involvement of parents in school activities and home instruction for identified children

Services/Resources

AWARENESS: (X) 1/2 HOUR (X) 45 MINUTES (X) 1 HOUR (X) LONGER (SPECIFY)

Various time segments possible depending on purpose of the awareness and whether it's planned locally or at the regional, state, or national level. Visual and oral program overview and discussion of adoption agreement included.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Training at adopter site, Peotone site, or other appropriate location for training several adopters; may be 10 hours or two days; includes screening procedures, educational diagnosis, appropriate teaching materials and techniques, and parent orientation.

EVALUATION:

Project pre/posttest for student; project report on adopter monitoring; possible additional project instruments for staff, administrators, teachers, parents, students. Adopter may be involved in D/D-conducted longitudinal study for three years.

FOLLOW-UP:

Project consultant will visit classroom to see programs in operation and provide a one-day advanced inservice training that includes: conference with coordinator on evaluation and monitoring of specific problems. In addition, conferences with classroom teachers, additional classroom activities, information on extending program, and conferences with project parents are available.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☒	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☐	☒	☐
CURRICULUM	☒	☒	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Overhead projector, slide carousel, tape recorder.

TRAINING: Overhead projector, slide carousel, tape recorder, 16mm projector.

Adoption Agreement

	YES	NO	PARTIES SIGNING			
			ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☒	☐	☒	☒	☒	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
° Identify project teachers and administrators	X	X	Coordinator
° Order materials and equipment			Coordinator
° Attend training (2 days); participate in screening, staffing, planning individualization	X		
° Inform parents of screening results and provide home activities	X		Coordinator
° Conduct follow-up workshop to help implement program activities; posttest identified students involved in treatment program	X		
° Complete parent and teacher year-end questionnaires	X		Parents/Coord.
° Prepare final report			Parents/Coord.

Adoption Expenses

START-UP COST OR RANGE: $ 300 (per building) PER NUMBER OF PERSONS (SPECIFY): 5

MAINTENANCE COST OR RANGE: $ 25 PER NUMBER OF PERSONS (SPECIFY): 5

Training: materials, $100; substitute cost for training, $200.

Contact

Luceille Werner, Project Director; Peotone School District 207-U; 114 N. Second St; Peotone, IL 60468. (312) 258-3478.

TRAINERS LISTING

Project: EARLY PREVENTION OF SCHOOL FAILURE

Selection Process: Trainers must have been involved one year in the EPSF program at the LEA level with evaluation results indicating successful implementation of all seven program components; involved in one-week leadership training seminar to demonstrate skills and competencies in trainin new participants to the EPSF program; have letter of endorsement from NDN Facilitators and chief school administrators; participate in on-site visitations by the Peotone staff to the LEA site; and be re-certified each year based on completing reports, ongoing program continued, and evaluation by those trained.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Pat Bryant	Kindergarten teacher	X			X						X	X
Loretta Bonner Russellville, AR	Coordinator, staff program development	X									X	X
Eulois Glenn Searcy, AR	Supervisor, Special Education	X									X	X
Morse Mallett Searcy, AR	Principal	X									X	X
Gloria Piantek Alsip, IL	LD resource	X									X	X
Roger Allen Salina, KS	Director of Instructional Services	X									X	X
Patricia Bryant Frost, MN	SLBP Coordinator	X									X	X
Carol Cole Frost, MN	Director of Special Education	X									X	X
Geri Caldwell Las Cruces, NM	Kindergarten teacher	X	X		X						X	X
David Murillo Silver City, NM	Director	X	X		X						X	X
Frances Narramore Palo Verde, NM	Kindergarten teacher	X	X								X	X
Sarah Oliver Pearland, TX	Director, Special Education	X									X	X
Venice Bell Richfield, UT	Kindergarten teacher	X									X	X
Jay Childs Gunnison, UT	Director	X									X	X
John Beadles Casper, WY	Primary consultant	X									X	X
Josie Bellisario Missauga, Ontario, Canada	Kindergarten teacher	X									X	X
Diedre Furlong Missauga, Ontario, Canada	EID teacher resource	X									X	X

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☑	☑	☐
ALASKA	☑	☑	☐
ARIZONA	☑	☑	☐
ARKANSAS	☑	☐	☑
CALIFORNIA	☑	☐	☐
COLORADO	☑	☑	☐
CONNECTICUT	☑	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☑	☐	☐
FLORIDA	☑	☐	☐
GEORGIA	☑	☐	☐
HAWAII	☑	☐	☐
IDAHO	☑	☑	☐
ILLINOIS	☑	☑	☑
INDIANA	☑	☑	☐
IOWA	☑	☐	☐
KANSAS	☑	☑	☑
KENTUCKY	☑	☐	☐
LOUISIANA	☑	☐	☐
MAINE	☐	☐	☐
MARYLAND	☑	☑	☐
MASSACHUSETTS	☑	☑	☐
MICHIGAN	☑	☐	☐
MINNESOTA	☑	☐	☑
MISSISSIPPI	☑	☐	☐
MISSOURI	☑	☐	☑
MONTANA	☑	☐	☐
NEBRASKA	☑	☑	☑
NEVADA	☑	☐	☐
NEW HAMPSHIRE	☑	☑	☐
NEW JERSEY	☑	☐	☐
NEW MEXICO	☑	☑	☐
NEW YORK	☑	☑	☐
NORTH CAROLINA	☑	☑	☐
NORTH DAKOTA	☑	☐	☐
OHIO	☑	☑	☑
OKLAHOMA	☑	☐	☐
OREGON	☑	☑	☐
PENNSYLVANIA	☑	☐	☐
RHODE ISLAND	☐	☐	☐
SOUTH CAROLINA	☑	☑	☐
SOUTH DAKOTA	☑	☑	☐
TENNESSEE	☑	☐	☐
TEXAS	☑	☑	☑
UTAH	☑	☐	☑
VERMONT	☑	☐	☐
VIRGINIA	☑	☐	☐
WASHINGTON	☑	☑	☑
WEST VIRGINIA	☑	☐	☐
WISCONSIN	☑	☐	☐
WYOMING	☑	☑	☐
VIRGIN ISLANDS	☑	☑	☐
PUERTO RICO	☐	☐	☐
CANADA	✓		✓

Compiled Summer 1980

PROJECT INFORMATION SHEET

Project

EARLY PREVENTION OF SCHOOL FAILURE MIGRANT PROGRAM (For Spanish and English-Speaking Children)

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Luceille Werner	Director for NDN and Title IV EPSF Project	35%
Helen Gauntt	EPSF Consultant for NDN	100%
Jean Fuley	EPSF Consultant for NDN	100%
Judy Judy	EPSF Consultant for Illinois Title IV	100%

Basic Features Adopter Needs To Put Into Operation

- Team screening of all incoming 4, 5, and/or 6-year olds, using project tests and other standardized tests
- Team staffing of children to identify learning style and special needs
- Project-prescribed minimum time in each individualized program modality for identified children
- Use of project curriculum materials
- Record keeping by teachers on progress of each child identified to participate in program activities
- Posttesting of all children involved in program activities
- Involvement of parents in school activities and home instruction for identified children

Services/Resources

AWARENESS: (X) 1/2 HOUR (X) 45 MINUTES (X) 1 HOUR (X) LONGER (SPECIFY)

Various time segments possible depending on purpose of the awareness and whether it's planned locally or at the regional, state, or national level. Visual and oral program overview and discussion of adoption agreement included.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Training at adopter site, Peotone site, or other appropriate location for training several adopters; may be 10 hours or two days; includes screening procedures, educational diagnosis, appropriate teaching materials and techniques, and parent orientation.

EVALUATION:

Project pre/posttest for student; project report on adopter monitoring; possible additional project instruments for staff, administrators, teachers, parents, students. Adopter may be involved in D/D-conducted longitudinal study for three years.

FOLLOW-UP:

Project consultant will visit classroom to see programs in operation and provide a one-day advanced inservice training that includes: conference with coordinator on evaluation and monitoring of specific problems. In addition, conferences with classroom teachers, additional classroom activities, information on extending program, and conferences with project parents are available.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☒	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☐	☒	☐
CURRICULUM	☒	☒	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Overhead projector, slide carousel, tape recorder.

TRAINING: Overhead projector, slide carousel, tape recorder, 16mm projector.

Adoption Agreement

	YES	NO	ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☒	☐	☒	☒	☒	☐

PARTIES SIGNING: ADOPTER, D/D, SF, FUNDING AGENCY

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	PARTICIPANTS ADMINISTRATOR	PARTICIPANTS OTHER (SPECIFY)
° Identify project teachers and administrators	X	X	Coordinator
° Order materials and equipment			Coordinator
° Attend training (2 days); participate in screening, staffing, planning individualization	X		
° Inform parents of screening results and provide home activities	X		Coordinator
° Conduct follow-up workshop to help implement program activities; posttest identified students involved in treatment program	X		
° Complete parent and teacher year-end questionnaires	X		Parents/Coord.
° Prepare final report	X		Parents/Coord.

Adoption Expenses

START-UP COST OR RANGE: $ 300 (per building) PER NUMBER OF PERSONS (SPECIFY): 5

MAINTENANCE COST OR RANGE: $ 25 PER NUMBER OF PERSONS (SPECIFY): 5

Training: materials, $100; substitute cost for training, $200.

Contact

Luceille Werner, Project Director; Peotone School District 207-U; 114 N. Second St; Peotone, IL 60468.
(312) 258-3478.

TRAINERS LISTING

Project: EARLY PREVENTION OF SCHOOL FAILURE MIGRANT PROGRAM (For Spanish and English-Speaking Children)

Selection Process: Trainers must have been involved one year in the EPSF program at the LEA level with evaluation results indicating successful implementation of all seven program components; involved in one-week leadership training seminar to demonstrate skills and competencies in training new participants in the EPSF program; have a letter of endorsement from NDN Facilitators and chief school administrators; participation in on-site visitations by the Peotone staff to the LEA site; and be re-certified each year based on completing reports, ongoing program continued, and evaluation by those trained.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Pat Bryant	Kindergarten teacher	X			X						X	X
Loretta Bonner Russellville, AR	Coordinator, staff program development	X									X	X
Eulois Glenn Searcy, AR	Supervisor, Special Education	X									X	X
Morse Mallett Searcy, AR	Principal	X									X	X
Gloria Piantek Alsip, IL	LD resource	X									X	X
Roger Allen Salina, KS	Director of Instructional Services	X									X	X
Patricia Bryant Frost, MN	SLBP Coordinator	X									X	X
Carol Cole Frost, MN	Director of Special Education	X									X	X
Geri Caldwell Las Cruces, NM	Kindergarten teacher	X	X		X						X	X
David Murillo Silver City, NM	Director	X	X		X						X	X
Frances Narramore Palo Verde, NM	Kindergarten teacher	X	X								X	X
Sarah Oliver Pearland, TX	Director, Special Education	X									X	X
Venice Bell Richfield, UT	Kindergarten teacher	X									X	X
Jay Childs Gunnison, UT	Director	X									X	X
John Beadles Casper, WY	Primary consultant	X									X	X
Josie Bellisario Missauga, Ontario, Canada	Kindergarten teacher	X									X	X
Diedre Furlong Missauga, Ontario, Canada	EID teacher resource	X									X	X

PROJECT: EARLY PREVENTION OF SCHOOL FAILURE (For Spanish and English-Speaking Children)

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☑	☐	☐
ALASKA	☑	☐	☐
ARIZONA	☑	☐	☐
ARKANSAS	☑	☐	☑
CALIFORNIA	☑	☐	☐
COLORADO	☑	☐	☐
CONNECTICUT	☑	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☑	☐	☐
FLORIDA	☑	☐	☐
GEORGIA	☑	☐	☐
HAWAII	☑	☐	☐
IDAHO	☑	☐	☐
ILLINOIS	☑	☐	☑
INDIANA	☑	☐	☐
IOWA	☑	☐	☐
KANSAS	☑	☐	☑
KENTUCKY	☑	☐	☐
LOUISIANA	☑	☐	☐
MAINE	☐	☐	☐
MARYLAND	☑	☐	☐
MASSACHUSETTS	☑	☐	☐
MICHIGAN	☑	☐	☐
MINNESOTA	☑	☐	☑
MISSISSIPPI	☐	☐	☐
MISSOURI	☑	☐	☑
MONTANA	☑	☐	☐
NEBRASKA	☑	☐	☑
NEVADA	☑	☐	☐
NEW HAMPSHIRE	☑	☐	☐
NEW JERSEY	☑	☐	☐
NEW MEXICO	☑	☐	☐
NEW YORK	☑	☐	☐
NORTH CAROLINA	☑	☐	☐
NORTH DAKOTA	☑	☐	☐
OHIO	☑	☐	☑
OKLAHOMA	☑	☐	☐
OREGON	☑	☐	☐
PENNSYLVANIA	☑	☐	☐
RHODE ISLAND	☐	☐	☐
SOUTH CAROLINA	☑	☐	☐
SOUTH DAKOTA	☑	☐	☐
TENNESSEE	☑	☐	☐
TEXAS	☑	☐	☑
UTAH	☑	☐	☑
VERMONT	☑	☐	☐
VIRGINIA	☑	☐	☐
WASHINGTON	☑	☐	☑
WEST VIRGINIA	☑	☐	☐
WISCONSIN	☑	☐	☐
WYOMING	☑	☐	☐
VIRGIN ISLANDS	☑	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

EAST ST. LOUIS DIRECT INSTRUCTION FOLLOW THROUGH

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Gretta Jenkins	Coordinator/Dissemination: training	100%
Elvina Smith	Trainer/Dissemination: training	100%
Melvin Jackson	Communication Specialist/Public Relations	100%

Basic Features Adopter Needs To Put Into Operation

- Small-group instruction
- Direct Instruction materials used
- Direct Instruction techniques used
- Performance of teachers, aides, and students checked

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

Coordinator and/or trainer lectures briefly on program history, Direct Instruction techniques for reading, language, and arithmetic, adoption procedures, and services offered by D/D. Overhead projector and chalkboard are used. Presentations vary with the audience; they include a demonstration of teaching techniques that sometimes involve the participants, and may conclude with a 12-minute slide story.

TRAINING: (X) 1-2 DAYS (X) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Teachers and/or administrator should attend. Direct Instruction teacher's guide books and training manuals are used. Topics include Direct Instruction teaching techniques, behavior management and reinforcement techniques, and Direct Instruction reading, language, and arithmetic programs. Training varies with the number of programs adopted

EVALUATION:

Evaluation instruments include the pre/post standardized tests used by the adopting district, continuous progress tests, lesson-day-in-program forms, and teacher performance forms. Adopter administers the standardized tests and submits data to D/D. D/D administers the continuous progress test and collects lesson days from adopters. D/D analyzes data from standardized tests and continuous progress tests.

FOLLOW-UP:

D/D coordinator and trainer give adopters a maximum of ten consultant days. Teachers are observed and critiqued and receive written recommendations for improvement. Follow-up services are provided for one to three years at no cost to the adopter.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☐	☐
TRAINING	☒	☐	☒	☒
EVALUATION	☒	☒	☐	☒
CURRICULUM	☒	☐	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Overhead projector, slide carousel, slide tray, tape recorder, chalkboard. D/D has equipment but would prefer to use equipment at awareness site.

TRAINING: Chalkboard and Direct Instruction teacher guides, training manuals.

Adoption Agreement

	YES	NO			PARTIES SIGNING	
			ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☐	☒	☒	☒	☐	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
° Obtain training, administer placement test	X		
° Administer presurvey to determine need	X	X	
° Provide personnel needed, identify local contact person,			
invite and inform local nonpublic (where applicable),			
purchase instructional materials		X	

Adoption Expenses

START-UP COST OR RANGE: $ 278-$1,084 PER NUMBER OF PERSONS (SPECIFY): 1 teacher, 30 students

MAINTENANCE COST OR RANGE: $ 117-$472 per year PER NUMBER OF PERSONS (SPECIFY): 1 teacher, 30 students

Cost is only for material for one component. Adopter and SF share travel expenses.

Contact

Geraldine H. Jenkins, Director, or Gretta Jenkins, Resource Director; Project Follow Through; East St. Louis Board of Education; 1500 Kansas Ave.; East St. Louis, IL 62201. (618) 274-2838.

PROJECT INFORMATION SHEET

Project

PROJECT ECOLogy (Environmental Oriented Learning)

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Bill Guise	Director	0%
JoEllen McGrath	Dissemination Specialist	100%
Ann Johnstone	Secretary	60%
Ruth Amoe, Marsha Campbell, Marie Meaney, Cathy Ross, Bert Campbell	Trainers	1%

Basic Features Adopter Needs To Put Into Operation

One-day training, pre/post assessment with both treatment and nontreatment groups, and use of each adopted kit and ELE as written at least once.

Services/Resources

AWARENESS: ( ) 1/2 HOUR (X) 45 MINUTES ( ) 1 HOUR ( ) LONGER (SPECIFY)

Overview of project, philosophy, background, brief explanation of each of the teaching units and kits, sample activities, adoption procedures and requirements.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Awareness review; more sample activities; in-depth study; teacher selection, commitment, and planning; discussion and planning of requirements unique to adopter and characteristics which may affect adoption.

EVALUATION:

Adopter must administer to treatment and nontreatment groups D/D-prepared pre/posttests for each ELE adopted to measure student gains. D/D provides answer sheets and does all data analysis. A testing schedule is set up at training.

FOLLOW-UP:

A one-day follow-up is scheduled approximately three to six months after adoption to review the adoption with the district administrator, meet with teachers using the program, conduct general troubleshooting, prepare for expansion and/or obtain district support, check testing schedule, and determine if all conditions in the adoption agreement are satisfied.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☒	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☒	☐	☐
CURRICULUM	☒	☒	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Slide carousel (Kodak), projector, screen, and three large tables; SF or school district must provide equipment.

TRAINING: Slide carousel (Kodak), projector, screen, and six to eight large tables; SF or school district must provide equipment.

Adoption Agreement

	YES	NO	PARTIES SIGNING: ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☐	☒	☒	☒	☒	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS: TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
° Attend awareness session	X	X	
° Conduct needs assessment	X	X	
° Participate in initial and follow-up training	X		
° Make commitment to follow testing and treatment schedules	X	X	
° Select control groups and coordinate testing of treatment groups		X	
° Administer pretest, treatment, and posttests	X		
° Order necessary program materials		X	

Adoption Expenses

START-UP COST OR RANGE: $ 3-$7,414 PER NUMBER OF PERSONS (SPECIFY): 1-150 classroom teachers

MAINTENANCE COST OR RANGE: $ 0-$196 PER NUMBER OF PERSONS (SPECIFY): 1-150 classroom teachers

Awareness/training: costs can be negotiated with SF and adopter.
Training: one trainer, one day, no cost.
Follow-up: one trainer, one day, no cost.
Detailed cost sheet available from D/D on request.

Contact

Bill Guise; Highline School District; 15675 Ambaum Blvd., SW; Seattle, WA 98166. (206) 433-245

TRAINERS LISTING

Project: PROJECT ECOLogy (Environmental Career Oriented Learning)

Selection Process: Trainer must have full understanding of program, have attended training sessions, have worked with program for one year, should have some background in education, teaching experience in environmental education, and should be experienced in giving presentations. No out-of-state trainers have been authorized to do training, evaluation, or follow-up to date.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Carolyn Shippey St. Claire Shores, MI	Fall 1979	X										X

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PROJECT: PROJECT ECOLogy (Environmental Career-Oriented Learning)

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ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☐	☐	☐
ARKANSAS	☐	☐	☐
CALIFORNIA	☐	☐	☐
COLORADO	☐	☐	☐
CONNECTICUT	☐	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☐	☐	☐
GEORGIA	☐	☐	☐
HAWAII	☐	☐	☐
IDAHO	☐	☐	☐
ILLINOIS	☐	☐	☐
INDIANA	☐	☐	☐
IOWA	☐	☐	☐
KANSAS	☐	☐	☐
KENTUCKY	☐	☐	☐
LOUISIANA	☐	☐	☐
MAINE	☐	☐	☐
MARYLAND	☐	☐	☐
MASSACHUSETTS	☐	☐	☐
MICHIGAN	☑	☐	☐
MINNESOTA	☐	☐	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☐	☐	☐
MONTANA	☑	☐	☐
NEBRASKA	☑	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☐	☐	☐
NEW JERSEY	☐	☐	☐
NEW MEXICO	☐	☐	☐
NEW YORK	☑	☐	☐
NORTH CAROLINA	☐	☐	☐
NORTH DAKOTA	☐	☐	☐
OHIO	☑	☐	☐
OKLAHOMA	☐	☐	☐
OREGON	☑	☐	☐
PENNSYLVANIA	☐	☐	☐
RHODE ISLAND	☐	☐	☐
SOUTH CAROLINA	☐	☐	☐
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☐	☐	☐
TEXAS	☐	☐	☐
UTAH	☐	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☐	☐	☐
WASHINGTON	☑	☐	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☐	☐	☐
WYOMING	☐	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

ECOS TRAINING INSTITUTE (ETI)

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Frank Thompson	Director	10%
Art Goldhamer	Training Director	50%

Basic Features Adopter Needs To Put Into Operation

- Curriculum infusion: teachers learn techniques for incorporating environmental, career education, or other priority concepts, knowledge, skills, attitudes, and activities into existing courses.
- Stewardship: active involvement of students in management of problems imparts decision-making skills, develops a sense of community commitment and inservice.
- Community-school interaction: community is a ready source of people and materials for teachers implementing infused curricula.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

Awareness presentation appropriate for all educators and community representatives combines lecture, audiovisual materials, and audience participation to outline basic philosophies and development as well as D/D-developed workshops available. Audience takes part in an introduction to the ETI curriculum infusion approach. A small-group presentation several hours long in which each core element of the process is explained and a plan for implementation is discussed is available for administrators and planning groups.

TRAINING: ( ) 1-2 DAYS (X) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Since ETI is a process approach to curriculum design, each training workshop is organized to meet the adopter's specific needs. Trainees include K-12 teachers, administrators, and community representatives who learn ETI techniques for infusing current educational priorities into their own curricula. Topics covered in workshops: educational change, curriculum infusion, infused curriculum guides, community cooperation, program implementation, stewardship constraints. Much of the workshop is spent writing infused curricula. Usually, 30 persons from several districts attend.

EVALUATION:

Local program monitor administers STRM as modified by D/D, D/D-developed questionnaires, nationally validated test, and interviews to collect teacher impact data. Adopter uses own schedule for nationally validated test, administers D/D-developed instruments pre and post. Adopter analyzes data from nationally validated test. D/D analyzes data from D/D-developed instruments and interviews.

FOLLOW-UP:

Workshops, on-site consultation, telephone hotline consultation, and mailings are available to originally trained teams and expansion teams for a minimum of one year. Services are extended for at least one additional year to adopters reaching STRM Stage IV. Costs are negotiable.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☐
TRAINING	☒	☐	☒	☐
EVALUATION	☒	☐	☒	☐
CURRICULUM	☒	☐	☒	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: SF provides carousel slide projector, overhead projector, screen, and blackboard.

TRAINING: Adopter provides carousel slide projector, overhead projector, screen, and blackboard. Space is needed both for plenary sessions and small-group activities. Often, a conference room with tables, chairs, and blackboards will serve both purposes. D/D supplies all training materials at no cost to adopter. Trainees should bring their current curricula.

Adoption Agreement

	YES	NO			PARTIES SIGNING	
			ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☐	☒	☒	☒	☒	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Attend awareness	X	X	Community Represen.
• Complete and return preworkshop assessment documents and participate in initial training	X	X	
• Appoint local program monitor		X	
• Utilize infused curriculum guide	X		
• Utilize technical assistance as needed	X	X	
• Conduct evaluation			Local Monitor
• Organize an inservice program to expand ETI training within adopting district		X	

Adoption Expenses

START-UP COST OR RANGE: $ 75-100 PER NUMBER OF PERSONS (SPECIFY): per classroom teacher

MAINTENANCE COST OR RANGE: $ 75-100 PER NUMBER OF PERSONS (SPECIFY): per classroom teacher

Start-up and maintenance costs include substitutes or stipends for participants in three-day preservice training workshop, substitutes or stipends for participants in one-day follow-up, and release time for development of infused curriculum guide. Costs of D/D staff travel and lodging are negotiable. Adopters obtain additional curriculum resource materials at their own option.

Contact

Frank Thompson, Director; ECOS Training Institute; P.O. Box 369; Yorktown Heights, NY 10598. (914) 245-4009.

TRAINERS LISTING

Project: ECOS TRAINING INSTITUTE (ETI)

Selection Process: Trainers must attend an ETI adoption workshop and an ETI trainers workshop and take a leadership role in establishing a satellite site, the major requirements for which are full-scale implementation of the ETI approach to curriculum infusion, installation of a mechanism for collecting appropriate data, availability of trainers, capability to receive visitors, and administrative cooperation.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Lynn Sprick Quincy, IL	Fall 1977; trains small and large groups, elementary and secondary level teachers, administrators, community in urban, suburban, and rural settings	X	X	X	X	X		X	X	X		X

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PROJECT: ECOS TRAINING INSTITUTE (ETI)

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☐	☐	☐
ARKANSAS	☐	☐	☐
CALIFORNIA	☑	☐	☐
COLORADO	☑	☐	☐
CONNECTICUT	☑	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☑	☐	☐
GEORGIA	☑	☐	☐
HAWAII	☐	☐	☐
IDAHO	☐	☐	☐
ILLINOIS	☑	☑	☑
INDIANA	☑	☐	☐
IOWA	☑	☐	☐
KANSAS	☑	☐	☐
KENTUCKY	☐	☐	☐
LOUISIANA	☐	☐	☐
MAINE	☐	☐	☐
MARYLAND	☐	☐	☐
MASSACHUSETTS	☑	☐	☐
MICHIGAN	☑	☐	☐
MINNESOTA	☑	☐	☐
MISSISSIPPI	☑	☐	☐
MISSOURI	☑	☐	☐
MONTANA	☑	☐	☐
NEBRASKA	☑	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☑	☐	☐
NEW JERSEY	☐	☐	☐
NEW MEXICO	☑	☐	☐
NEW YORK	☑	☑	☐
NORTH CAROLINA	☑	☐	☐
NORTH DAKOTA	☑	☐	☐
OHIO	☐	☐	☐
OKLAHOMA	☑	☐	☐
OREGON	☑	☐	☐
PENNSYLVANIA	☐	☐	☐
RHODE ISLAND	☑	☐	☐
SOUTH CAROLINA	☑	☐	☐
SOUTH DAKOTA	☑	☐	☐
TENNESSEE	☑	☐	☐
TEXAS	☑	☐	☐
UTAH	☐	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☐	☐	☐
WASHINGTON	☑	☐	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☐	☐	☐
WYOMING	☐	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

ELEMENTARY METRIC PROJECT

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Roland B. Huber	Project Director	100%
Teresa McLachlan	Secretary	50%
David L. Lee	Evaluator	6%
Ronald Becker	Consultant	4%

Basic Features Adopter Needs To Put Into Operation

- Teacher pre/post assessment completed
- Student pre/post assessment conducted
- Metric Management Plan being maintained
- Hands-on equipment present in the school

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

The presenter gives an overview of the project on teacher inservice training, curriculum, and evaluation. Overhead transparencies and slides on the curriculum and classroom activity are shown.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Training includes hands-on activities on these topics: introduction to the metric system, metre, litre, mass, and temperature. Exemption to this training is granted if teachers have had the equivalent; however, they need to attend a four-hour implementation session. A school classroom is adequate for most training sessions.

EVALUATION:

Evaluation instruments include D/D-prepared teacher pre/posttests, student pre/posttests, and teacher Metric Management Plans. Data collection is the responsibility of the adopter, data analysis the responsibility of the D/D.

FOLLOW-UP:

The Project Director monitors the progress of the adoption and offers technical assistance as long as necessary. Adopter assumes the cost of follow-up visits.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☒	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☐	☒	☐
CURRICULUM	☒	☒	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Overhead projector, Kodak carousel projector; must be provided by SF.

TRAINING: Overhead projector, Kodak carousel projector, 16mm projector, and a room with tables and access to water must be provided by SF or adopter.

Adoption Agreement

	YES	NO
SUPPLIED BY D/D	☒	☐
WILLING TO USE SF'S	☒	☐

PARTIES SIGNING

ADOPTER	D/D	SF	FUNDING AGENCY
☒	☒	☒	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
° Attend awareness session	X	X	Trainer
° Conduct Metric Readiness Survey		X	
° Participate in training	X	X	Trainer
° Secure required material		X	
° Implement curriculum	X		
° Collect data		X	

Adoption Expenses

START-UP COST OR RANGE: $ ____________ PER NUMBER OF PERSONS (SPECIFY): ____________

MAINTENANCE COST OR RANGE: $ ____________ PER NUMBER OF PERSONS (SPECIFY): ____________

For an elementary school served by 20 teachers with approximately 350 students, salary for administrator or trainer, $200; two teacher substitutes, $160; consultant expenses, $550; supplies and materials (one set of inservice units and student curriculum, which can be reproduced in any quantity); student metric hands-on equipment, $400; materials reproduction, $200; postage and telephone, $50; follow-up visit, if desired, $500. Awareness expenses are negotiable. Maintenance cost if for curriculum duplication and replacement of lost or broken equipment is minimal.

Contact

Roland B. Huber, Project Director; Elementary Metric Project; 400 Avenue E East; Bismarck, ND 58501.
(701) 255-1987, ext. 54.

TRAINERS LISTING

Project: ELEMENTARY METRIC PROJECT

Selection Process: Each trainer must have participated in an awareness session, a teacher inservice and implementation workshop and a special management/evaluation workshop, have a positive feeling about the project, have the metric knowledge to train others, and have the desire, time, and financial support to carry out the training program.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Pierrette Bruechner Mt. Pleasant, TX	Fall 1979; rural; small- and large-group; elementary teachers and administrators; trainer for Region VIII Education Service Center only.	X	X	X	X	X	X	X	X		X	X
Jack Orr San Angelo, TX	Fall 1979; rural; small- and large-group; elementary teachers and administrators; trainer for Region XV Education Service Center only.	X	X	X	X	X	X	X	X		X	X

PROJECT: ELEMENTARY METRIC PROJECT

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☐	☐	☐
ARKANSAS	☐	☐	☐
CALIFORNIA	☐	☐	☐
COLORADO	☐	☐	☐
CONNECTICUT	☐	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☑	☐	☐
GEORGIA	☐	☐	☐
HAWAII	☐	☐	☐
IDAHO	☐	☐	☐
ILLINOIS	☑	☐	☐
INDIANA	☐	☐	☐
IOWA	☐	☐	☐
KANSAS	☐	☐	☐
KENTUCKY	☐	☐	☐
LOUISIANA	☐	☐	☐
MAINE	☐	☐	☐
MARYLAND	☐	☐	☐
MASSACHUSETTS	☐	☐	☐
MICHIGAN	☐	☐	☐
MINNESOTA	☐	☐	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☐	☐	☐
MONTANA	☐	☐	☐
NEBRASKA	☐	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☐	☐	☐
NEW JERSEY	☐	☐	☐
NEW MEXICO	☐	☐	☐
NEW YORK	☐	☐	☐
NORTH CAROLINA	☐	☐	☐
NORTH DAKOTA	☑	☑	☐
OHIO	☐	☐	☐
OKLAHOMA	☐	☐	☐
OREGON	☐	☐	☐
PENNSYLVANIA	☐	☐	☐
RHODE ISLAND	☑	☐	☐
SOUTH CAROLINA	☐	☐	☐
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☐	☐	☐
TEXAS	☑	☑	☑
UTAH	☐	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☐	☐	☐
WASHINGTON	☐	☐	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☐	☐	☐
WYOMING	☐	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

ELSMERE PROJECT

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
H. Mark Stanwood	Project Director: awareness, training, project administration	100%

Basic Features Adopter Needs To Put Into Operation

°Assessment with Glassboro Trainable Assessment Profile
°Student instruction (all students) in functional academics, socialization, pre-vocation, independent living, and vocation
°Community involvement leading to student job placement
°Parent participation
°Staff development

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES ( ) 1 HOUR (X) LONGER (SPECIFY) 1 to 1-1/2 hours

Audience should be directors of special education, child study personnel, teachers of trainably mentally retarded, vocational staff. Session consists of lecture describing project development, filmstrip, questions and answers. Active discussion by audience is requested.

TRAINING: ( ) 1-2 DAYS (X) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Audience should include all those involved with adoption: administrators, teachers, aides, and parent representative (optional). D/D prefers training groups of fewer than 18. Training usually requires two and one-half days.

EVALUATION:

Evaluation plan is designed by adopter and D/D. Sophistication of design depends on resources available to adopter. Evaluation usually consists of pre/post data on student employability and data collected with the Glassboro Trainable Assessment Profile.

FOLLOW-UP:

Follow-up services are provided and strongly recommended because of the comprehensive nature of the Elsmere project (costs shared by D/D and adopter). Services recommended for two full years after initial training.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☒	☐	☐
CURRICULUM	☒	☒	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Dukane automatic audio-filmstrip projector preferred.

TRAINING: Overhead projector, blackboard

Adoption Agreement

	YES	NO
SUPPLIED BY D/D	☒	☐
WILLING TO USE SF'S	☒	☐

PARTIES SIGNING

ADOPTER	D/D	SF	FUNDING AGENCY
☒	☒	☐	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	 ADMINISTRATOR	 OTHER (SPECIFY)
° Attend awareness	X	X	Child Study Team
° Attend training	X	X	Child Study Team
° Administer pretest	X		
° Assess area employment needs	X		
° Conduct parent awareness and training	X		Child Study Team
° Provide student instruction in all subject areas	X		
° Provide students with job experience	X		Child Study Team

Adoption Expenses

START-UP COST OR RANGE: $ 70 PER NUMBER OF PERSONS (SPECIFY): per teacher

MAINTENANCE COST OR RANGE: $ nominal PER NUMBER OF PERSONS (SPECIFY):

Start-up costs include training materials and manuals. D/D staff costs to be negotiated by SF, adopter, and D/D.

Contact

H. Mark Stanwood, Project Director; Glassboro Public Schools; Administrative Annex; N. Delsea Dr.; Glassboro, NJ 08028. (609) 881-2290.

PROJECT: ELSMERE PROJECT

45-S

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES	STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐	NEBRASKA	☐	☐	☐
ALASKA	☐	☐	☐	NEVADA	☐	☐	☐
ARIZONA	☐	☐	☐	NEW HAMPSHIRE	☐	☐	☐
ARKANSAS	☐	☐	☐	NEW JERSEY	☑	☐	☐
CALIFORNIA	☐	☐	☐	NEW MEXICO	☐	☐	☐
COLORADO	☐	☐	☐	NEW YORK	☐	☐	☐
CONNECTICUT	☐	☐	☐	NORTH CAROLINA	☐	☐	☐
DELAWARE	☐	☐	☐	NORTH DAKOTA	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐	OHIO	☐	☐	☐
FLORIDA	☐	☐	☐	OKLAHOMA	☐	☐	☐
GEORGIA	☐	☐	☐	OREGON	☐	☐	☐
HAWAII	☐	☐	☐	PENNSYLVANIA	☐	☐	☐
IDAHO	☐	☐	☐	RHODE ISLAND	☐	☐	☐
ILLINOIS	☐	☐	☐	SOUTH CAROLINA	☐	☐	☐
INDIANA	☐	☐	☐	SOUTH DAKOTA	☐	☐	☐
IOWA	☐	☐	☐	TENNESSEE	☑	☐	☐
KANSAS	☑	☐	☐	TEXAS	☐	☐	☐
KENTUCKY	☐	☐	☐	UTAH	☐	☐	☐
LOUISIANA	☐	☐	☐	VERMONT	☐	☐	☐
MAINE	☐	☐	☐	VIRGINIA	☐	☐	☐
MARYLAND	☑	☐	☐	WASHINGTON	☐	☐	☐
MASSACHUSETTS	☐	☐	☐	WEST VIRGINIA	☐	☐	☐
MICHIGAN	☐	☐	☐	WISCONSIN	☐	☐	☐
MINNESOTA	☐	☐	☐	WYOMING	☐	☐	☐
MISSISSIPPI	☐	☐	☐	VIRGIN ISLANDS	☐	☐	☐
MISSOURI	☐	☐	☐	PUERTO RICO	☐	☐	☐
MONTANA	☐	☐	☐				

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PROJECT INFORMATION SHEET

Project

PROJECT ERIN: Early Recognition Intervention Network

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Peter K. Hainsworth	Project Director	10%
Donna Carroll	Project Disseminator	50%
Trudy A. Schrandt	Training/Support Specialist	25%

Basic Features Adopter Needs To Put Into Operation

Implementation of initial 12-week program by classroom teacher. Additional 12-week sections available on request but not mandatory for implementation.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES ( ) 1 HOUR (X) LONGER (SPECIFY) 1 to 1-1/2 days

Awareness/mini-training conference incorporated. A/V awareness presentation available for shorter sessions.

TRAINING: ( ) 1-2 DAYS ( ) 3-4 DAYS (X) 5-6 DAYS (X) LONGER (SPECIFY) 4 day follow-up

(X) D/D CAN TRAVEL TO ADOPTER SITE (X) ADOPTER MUST TRAVEL TO D/D SITE (preferred)

ERIN trains teachers only by special arrangements made at time of adoption negotiations. Training involves ERIN, adopting site coordinator, and/or a master teacher. Single regional training workshop possible for eight or more adopters within same region; adopting sites must coordinate. Conference-size room with adjacent work areas needed.

EVALUATION:

Built-in curriculum Module Feedback Sheets keep ERIN and site coordinator abreast of all teacher progress and problems. Adopter must adminster D/D-prepared pre/posttest (P.S.S.); data analyzed by D/D and results forwarded to adopter. ERIN welcomes evaluation data from SF and/or adopter.

FOLLOW-UP:

On-going and built into the Adoption Agreement. May be in the form of on-site visits and further training or re-processing of coordinators. Some follow-up provided under OSE funding depending on intensity (quality) of adoption.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☐	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☐	☒	☐	☐
CURRICULUM	☒	☒	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Overhead projector, carousel, slide projector, tape recorder, and chalkboard.

TRAINING: Combined with awareness.

Adoption Agreement

	YES	NO			PARTIES SIGNING	
			ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☒	☐	☒	☒	☒	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Attend in-depth conference with ERIN staff		X	
• Attend ERIN awareness demonstration day	X	X	SF
• Isolate teachers and schools program dedicated to implementing	X	X	
• Conduct in-depth planning, discussion, and negotiation		X	SF
• Sign adoption agreement specifying obligations of all parties		X	SF

Adoption Expenses

START-UP COST OR RANGE: $ 500 PER NUMBER OF PERSONS (SPECIFY): 1 coordinator

MAINTENANCE COST OR RANGE: $ 25 PER NUMBER OF PERSONS (SPECIFY): per teacher

$500 to train program coordinator; $25 per each additional teacher (does not include inservice training, substitute teacher fees, travel, or consulting fees, which vary from location to location). Maintenance cost is $25 per teacher and re-training if coordinator is replaced.

Contact

Trudy A. Schrandt, Project Disseminator; Project ERIN; 376 Bridge St.; Dedham, MA 02026. (617) 329-5529.

PROJECT: PROJECT ERIN: Early Recognition Intervention Network

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☐	☐	☐
ARKANSAS	☐	☐	☐
CALIFORNIA	☐	☐	☐
COLORADO	☐	☐	☐
CONNECTICUT	☐	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☑	☑	☐
GEORGIA	☐	☐	☐
HAWAII	☐	☐	☐
IDAHO	☐	☐	☐
ILLINOIS	☐	☐	☐
INDIANA	☐	☐	☐
IOWA	☐	☐	☐
KANSAS	☐	☐	☐
KENTUCKY	☐	☐	☐
LOUISIANA	☑	☐	☐
MAINE	☐	☐	☐
MARYLAND	☑	☐	☐
MASSACHUSETTS	☑	☑	☐
MICHIGAN	☐	☐	☐
MINNESOTA	☐	☐	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☐	☐	☐
MONTANA	☐	☐	☐
NEBRASKA	☐	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☑	☐	☐
NEW JERSEY	☐	☐	☐
NEW MEXICO	☐	☐	☐
NEW YORK	☐	☐	☐
NORTH CAROLINA	☐	☐	☐
NORTH DAKOTA	☐	☐	☐
OHIO	☐	☐	☐
OKLAHOMA	☐	☐	☐
OREGON	☐	☐	☐
PENNSYLVANIA	☐	☐	☐
RHODE ISLAND	☑	☐	☐
SOUTH CAROLINA	☐	☐	☐
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☐	☐	☐
TEXAS	☐	☐	☐
UTAH	☐	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☐	☐	☐
WASHINGTON	☐	☐	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☐	☐	☐
WYOMING	☐	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

Compiled Summer 1980

PROJECT INFORMATION SHEET

Project

EVERY CHILD A WINNER With Movement Education

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Martha Owens	Project Director	100%
Susan Rockett	Program Director	100%

Basic Features Adopter Needs To Put Into Operation

- Establish a school and community planning committee.
- Obtain and put in place all D/D-recommended equipment and references.
- Set a pupil-teacher ratio of 30:1.
- Give Washington State Fitness Test pre/post each year.
- Use D/D movement objectives 30 minutes day, five days weekly, and keep records on each child.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES ( ) 1 HOUR (X) LONGER (SPECIFY) 3 hours

The background of the project, film, 'Every Child a Winner', a curriculum overview, the adoption procedure, and program equipment are discussed and questions answered. Slides and a film are shown.

TRAINING: ( ) 1-2 DAYS ( ) 3-4 DAYS (X) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Training workshop is for teachers. Regular Phase I and Phase II training, three and two days respectively, is held at the D/D site. Ability to travel depends on funding. A room large enough for lecture and active participation, but suitable for television viewing, is necessary.

EVALUATION:

To obtain student impact data the Adopter must administer pre/post nationally validated Washington State Fitness Test. D/D is willing to evaluate the data.

FOLLOW-UP:

For as long as necessary. Shared costs.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☒	☐	☐
CURRICULUM	☐	☐	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Speaker's stand, table for materials, carousel, slide projector, screen, 16mm film projector, extension cord.

TRAINING: All above plus VO 1800 video cassette recorder, video monitor, record player, 1 dance drum, 3 wooden baseball bats, 1 golf ball, 1 softball, 1 roll masking tape, and, per participant, a hoop, a yarn ball, and rhythm instruments.

Adoption Agreement

	YES	NO
SUPPLIED BY D/D	☒	☐
WILLING TO USE SF'S	☐	☒

PARTIES SIGNING

ADOPTER	D/D	SF	FUNDING AGENCY
☐	☐	☐	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
°Attend awareness	X	X	Community
°Send to D/D director letter outlining support			SF, SED, or LEA
°Obtain letter of commitment; order equipment & materials		X	LEA
°Establish school planning committee			
°Attend training; administer pretest, teach sequential movement lessons; evaluate lessons; file report & pretest data; participate in follow-up	X		
°Complete design for challenge course and plan implementation	X		Parents, Community
°Do posttest & prog. eval.; plan meetings of adopting teachers & maintain contact with D/D; submit final report to D/D	X		Coordinator

Adoption Expenses

START-UP COST OR RANGE: $ 5 PER NUMBER OF PERSONS (SPECIFY): per child

MAINTENANCE COST OR RANGE: $ 1-2 PER NUMBER OF PERSONS (SPECIFY): per child

Listed costs represent materials and equipment. Schools may have some of the equipment. Awareness and training costs negotiable.

Contact

Martha Owens; Every Child a Winner; Irwin County Schools; Box 141; Ocilla, GA 31774. (912) 468-7098.

TRAINERS LISTING

Project: EVERY CHILD A WINNER With Movement Education

Selection Process: Trainers must: complete a 12-month adoption cycle, be approved for training by the D/D, sign an agreement to comply with the D/D training requirements, attend a trainers' workshop, read all prescribed references, plan Phase I and II training, and be willing to be recertified after 12 months.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
	All trainers recertified in May 1980 for 1980-81 school year.											
Bernie Hauff KS		X	X	X	X	X	X	X	X		X	X
Dianne Rossi ME		X	X	X	X	X	X	X	X		X	X
Joanne Owens NE		X	X	X	X	X	X	X	X		X	X
Maureen Hudson NM		X	X	X	X	X	X	X	X		X	X
Tom White OH		X	X	X	X	X	X	X	X		X	X
Karen Cunningham TX		X	X	X	X	X	X	X	X		X	X
Bob Joy TX		X	X	X	X	X	X	X	X		X	X
Robert Leake UT		X	X	X	X	X	X	X	X		X	X
Charlotte McCoy TX		X	X	X	X	X	X	X	X		X	X
Pat Watkins TX		X	X	X	X	X	X	X	X		X	X
Myron Mehler Canada		X	X	X	X	X	X	X	X		X	X

PROJECT: EVERY CHILD A WINNER with Movement Education

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES	STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐	NEBRASKA	☑	☐	☐
ALASKA	☐	☐	☐	NEVADA	☐	☐	☐
ARIZONA	☐	☐	☐	NEW HAMPSHIRE	☑	☑	☐
ARKANSAS	☐	☐	☐	NEW JERSEY	☐	☐	☐
CALIFORNIA	☐	☐	☐	NEW MEXICO	☑	☑	☐
COLORADO	☑	☐	☐	NEW YORK	☑	☐	☐
CONNECTICUT	☐	☐	☐	NORTH CAROLINA	☑	☐	☐
DELAWARE	☐	☐	☐	NORTH DAKOTA	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐	OHIO	☑	☑	☐
FLORIDA	☑	☐	☐	OKLAHOMA	☑	☐	☐
GEORGIA	☑	☑	☐	OREGON	☑	☐	☐
HAWAII	☑	☐	☐	PENNSYLVANIA	☐	☐	☐
IDAHO	☐	☐	☐	RHODE ISLAND	☐	☐	☐
ILLINOIS	☑	☐	☐	SOUTH CAROLINA	☑	☐	☐
INDIANA	☑	☐	☐	SOUTH DAKOTA	☐	☐	☐
IOWA	☑	☐	☐	TENNESSEE	☑	☐	☐
KANSAS	☑	☑	☐	TEXAS	☑	☐	☐
KENTUCKY	☑	☐	☐	UTAH	☑	☐	☐
LOUISIANA	☑	☐	☐	VERMONT	☐	☐	☐
MAINE	☑	☑	☐	VIRGINIA	☑	☐	☐
MARYLAND	☐	☐	☐	WASHINGTON	☑	☐	☐
MASSACHUSETTS	☑	☐	☐	WEST VIRGINIA	☑	☐	☐
MICHIGAN	☑	☐	☐	WISCONSIN	☐	☐	☐
MINNESOTA	☑	☐	☐	WYOMING	☐	☐	☐
MISSISSIPPI	☐	☐	☐	VIRGIN ISLANDS	☑	☐	☐
MISSOURI	☑	☐	☐	PUERTO RICO	☐	☐	☐
MONTANA	☐	☐	☐	CANADA	✓	✓	

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48-S

PROJECT INFORMATION SHEET

Project

EVERY STUDENT EVERY DAY

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Carlton M. Singleton	Project Director: awareness, training	50%
Suzanne Bertin	Project Secretary: record keeping, scheduling, correspondence	100%

Basic Features Adopter Needs To Put Into Operation

D/D management system in operation, including diagnosis and prescription using immediate response techniques, primarily with machine scoring equipment, to make immediate feedback possible.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

The program materials, the procedures to be followed, and the results obtained at the developer's site are described, accompanied by slides. Teachers and curriculum supervisors must attend and principals are encouraged to attend.

TRAINING: ( ) 1-2 DAYS ( ) 3-4 DAYS (X) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE (X) ADOPTER MUST TRAVEL TO D/D SITE

Teachers and curriculum supervisors must attend two or three two-day sessions, the first preferably at D/D site, the second after five or six weeks at the adopting site, and the third is held at the end of the first year of adoption, also at the adopting site, to plan the next year. An ordinary classroom with space for several small learning centers is required.

EVALUATION:

Primarily evaluation is based on student achievement. D/D prefers pre/posttesting with the Comprehensive Test of Basic Skills (CTBS) but will accept another nationally validated test if more convenient for the adopter. D/D assumes the adopter will test and supply data to the D/D.

FOLLOW-UP:

D/D provides follow-up as long as necessary. Adopter may visit the program in operation in any of several locations, or D/D can visit the adopter to help solve problems. Adopter assumes expenses for follow-up services.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☒	☐	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☒	☐	☐
CURRICULUM	☒	☒	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Carousel slide projector; either D/D or SF provides equipment.

TRAINING: None required.

Adoption Agreement

	YES	NO	PARTIES SIGNING: ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☒	☐	☒	☒	☐	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS: TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Learn program curriculum	X	X	
• Organize lab classrooms	X		
• Lease scoring machine and buy answer sheets		X	
• Select and schedule students	X	X	

Adoption Expenses

START-UP COST OR RANGE: $ 1,000 per lab for 5 or more labs PER NUMBER OF PERSONS (SPECIFY): 50 students per lab

MAINTENANCE COST OR RANGE: $ 500 per lab PER NUMBER OF PERSONS (SPECIFY): 50 students per lab

$1,000 represents the cost of machine rental for one year and the one-time cost of program materials and training. Training cost of $500 per trainer for five to six days, which may increase if travel and per diem increases. SF may be able to share travel and some nonrecurring expenses.

Contact

Darryl Boudreaux, Federal Project Administrator, or Carlton M. Singleton, Project Director; St. Mary Parish School Board; P.O. Box 1239; Morgan City, LA 70380. (504) 384-1250 or -0218.

PROJECT: EVERY STUDENT EVERY DAY

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☐	☐	☐
ARKANSAS	☑	☐	☐
CALIFORNIA	☐	☐	☐
COLORADO	☐	☐	☐
CONNECTICUT	☐	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☐	☐	☐
GEORGIA	☐	☐	☐
HAWAII	☐	☐	☐
IDAHO	☐	☐	☐
ILLINOIS	☐	☐	☐
INDIANA	☐	☐	☐
IOWA	☐	☐	☐
KANSAS	☐	☐	☐
KENTUCKY	☐	☐	☐
LOUISIANA	☑	☐	☐
MAINE	☐	☐	☐
MARYLAND	☐	☐	☐
MASSACHUSETTS	☐	☐	☐
MICHIGAN	☐	☐	☐
MINNESOTA	☐	☐	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☐	☐	☐
MONTANA	☐	☐	☐
NEBRASKA	☐	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☐	☐	☐
NEW JERSEY	☐	☐	☐
NEW MEXICO	☐	☐	☐
NEW YORK	☐	☐	☐
NORTH CAROLINA	☐	☐	☐
NORTH DAKOTA	☐	☐	☐
OHIO	☐	☐	☐
OKLAHOMA	☑	☐	☐
OREGON	☐	☐	☐
PENNSYLVANIA	☐	☐	☐
RHODE ISLAND	☐	☐	☐
SOUTH CAROLINA	☐	☐	☐
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☐	☐	☐
TEXAS	☑	☐	☐
UTAH	☐	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☐	☐	☐
WASHINGTON	☐	☐	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☐	☐	☐
WYOMING	☐	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

EXPERIENCE-BASED CAREER EDUCATION (EBCE) [Far West Laboratory (FWL)]

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Karen Chatham	Director	25%
Ted Kildegaard	Training and technical assistance	34%
Angelita Froid	Secretary	25%

Basic Features Adopter Needs To Put Into Operation

- Completed long-term plans
- Informative student files
- Evidence of progress monitoring
- Evidence that students are planning their own educational programs and projects
- Facilitative staff behavior
- Individual staff-student conferences
- Student group meetings fostering sharing, values clarification, and skills building
- A diverse pool of volunteer resources
- Informative resource guides detailing activity options
- Students spend significant amounts of time working with resources in the community
- Administrative support
- Ongoing staff development

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES ( ) 1 HOUR (X) LONGER (SPECIFY) 1-1/2 to 3 hours

D/D project staff or a certified trainer presents an overview of the EBCE model, may conduct some values clarification activities, may present a student program walk-through, answers questions, describes the process of implementing the program, may describe adaptations of the program, and may discuss funding sources.
PLANNING ASSISTANCE - 1-1/2 to 2 days The D/D's Guide to Adoption and Implementation Decisions can help decision-makers in systematically analyzing whether FWL/EBCE is a useful and compatible innovation for their district and in guiding the implementation planning process. Schools that desire additional assistance in deciding the nature, size and scope of the program to be implemented, desired student population, staff qualifications and selection procedures, or adaptations needed in FWL/EBCE materials and forms can receive individualized assistance in program planning for one to one and one-half days either on-site or at the Laboratory.

TRAINING: ( ) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS (X) LONGER (SPECIFY) Two four-day workshops

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Training is conducted by D/D project staff or a certified trainer. The trainer works with the adopting staff to ascertain needs and develop an agenda. The first four-day workshop usually occurs four to six weeks prior to the start of the program. It usually includes values clarification activities, resource development training, student project planning activities, and development of a local implementation plan. The second workshop occurs several weeks later. In the interim, the adopting staff develops resources and performs other implementation tasks. The second workshop usually includes activities on students' progress, credit assignment, student group meetings, selecting and adapting program forms, evaluation, and planning the orientation of new students. Topics depend on what the adopting staff needs. Training costs are assumed by the adopter.

EVALUATION:

Adopter is responsible for local evaluation planning and data collection and analysis. Formative data from students, staff, community resources, and parents can be obtained the first year, but D/D recommends postponing collecting student outcome data until the second-year in order to allow staff to learn and to stabilize program operations. Second-year data should include pre/post results on both processes and student outcomes. For all of the first year and some of the second year data collection, instruments developed at FWL may be used. In the second year, standardized basic skills tests should also be used.

FOLLOW-UP:

D/D or a certified trainer visits adopter for two to three days during the first semester of adoption at no cost to adopter. A second follow-up is recommended, but adopter must assume expenses. Before the visit the trainer talks with the adopter by phone to obtain ideas about the staff progress and special concerns, and to set the stage for the visit. During the visit, the trainer monitors progress by observing activities, talking to students, reviewing resource and student files, and working individually with staff members. Feedback sessions with the staff are planned, and training activities based on a diagnosis of the adopter's needs may be conducted.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☒	☐
TRAINING	☒	☒ Program Manuals	☒ Training Materials	☐
EVALUATION	☒	☐	☒	☒
CURRICULUM	☒	☒	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Chalkboard, overhead projector

TRAINING: Chalkboards, flipcharts

Adoption Agreement

	YES	NO
SUPPLIED BY D/D	☒	☐
WILLING TO USE SF'S	☒ Maybe	☐

PARTIES SIGNING

ADOPTER	D/D	SF	FUNDING AGENCY
☒	☒	☐	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	 ADMINISTRATOR	 OTHER (SPECIFY)
Administrators need to make initial planning decisions, such as size of program, number of staff, where it will be housed, selection of staff, how training will be paid for, and provision of four to six weeks lead time for staff to be trained and to complete implementation tasks. During this time, D/D staff or certified trainer is available for planning assistance.		X	

Adoption Expenses

START-UP COST OR RANGE: $ ______ PER NUMBER OF PERSONS (SPECIFY): ______

MAINTENANCE COST OR RANGE: $ ______ PER NUMBER OF PERSONS (SPECIFY): ______

Start-up costs depend on the adopter's size, number to be trained, whether or not more than one adopting staff can be trained in the same workshops, and trainer travel. The D/D's Guide to Adoption and Implementation Decisions can help in estimating costs. The cost of each 4-day preoperations training workshop can range from $500 to $2500. Maintenance costs should be little more than the cost per pupil in the rest of the school system.

Contact

Karen Chatham, Director; EBCE Developer/Demonstrator Project; Far West Laboratory for Educational Research and Development; 1855 Folsom St.; San Francisco, CA 94103. (415) 565-3133.

TRAINERS LISTING

Project: EXPERIENCE-BASED CAREER EDUCATION (EBCE) [Far West Laboratory (FWL)]

Selection Process: Trainers are selected from the staffs of operating EBCE programs. D/D chooses individuals who are interested and who show promise of being good trainers. There are four types of certification: presentation/awareness, planning assistance, training, and technical assistance (follow-up). To become certified, trainers must work with a D/D trainer to provide the types of service for which they will be certified and demonstrate competence in those services.

Name	Background	APPROVED SERVICES*				EXPENSES**				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Rob Shumer Canyon County, CA	Director of EBCE program in southern California	X				X	X	X	X	X		X
Tom Boldrey Arvada, CO	Past director of EBCE program in Joliet, Illinois; now graduate student in Colorado; member of board of directors of NEBCEA	X	X			X	X	X	X	X		X
Susan Key Orlando, FL	Past director of EBCE program in Orlando; now a vocational specialist with the Orange County, Florida schools	X				X	X	X	X	X		X
Alan Robinson DeKalb, IL	Past director of EBCE program in Sycamore, Illinois; graduate student at Northern Illinois University and the main staff member of an EBCE dissemination project at NIU; vice president of National EBCE Association	X	X		X	X	X	X	X	X		X
Charles Alessi Rockville Centre, NY	Director of EBCE program in Rockville Centre; member of NEBCEA board of directors	X	X		X	X	X	X	X	X		X
Al Church Salt Lake City, UT	Director of EBCE program in Salt Lake City	X				X	X	X	X	X		X

* All trainers are able to give planning assistance in addition to awareness and training.

** Indicated expenses apply to training. D/D assumes cost of follow-up and may negotiate costs of awareness and planning assistance.

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PROJECT: EXPERIENCE-BASED CAREER EDUCATION (EBCE) [FAR WEST LABORATORY (FWL)]

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES	STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐	NEBRASKA	☐	☐	☐
ALASKA	☐	☐	☐	NEVADA	☑	☐	☐
ARIZONA	☐	☐	☐	NEW HAMPSHIRE	☑	☐	☐
ARKANSAS	☐	☐	☐	NEW JERSEY	☐	☐	☐
CALIFORNIA	☑	☑	☐	NEW MEXICO	☐	☐	☐
COLORADO	☐	☐	☐	NEW YORK	☑	☑	☐
CONNECTICUT	☐	☐	☐	NORTH CAROLINA	☐	☐	☐
DELAWARE	☐	☐	☐	NORTH DAKOTA	☐	☐	☐
DISTRICT OF COLUMBIA	☑	☐	☐	OHIO	☐	☐	☐
FLORIDA	☐	☐	☐	OKLAHOMA	☐	☐	☐
GEORGIA	☐	☐	☐	OREGON	☐	☐	☐
HAWAII	☐	☐	☐	PENNSYLVANIA	☐	☐	☐
IDAHO	☐	☐	☐	RHODE ISLAND	☐	☐	☐
ILLINOIS	☑	☑	☐	SOUTH CAROLINA	☐	☐	☐
INDIANA	☐	☐	☐	SOUTH DAKOTA	☐	☐	☐
IOWA	☐	☐	☐	TENNESSEE	☐	☐	☐
KANSAS	☐	☐	☐	TEXAS	☑	☐	☐
KENTUCKY	☐	☐	☐	UTAH	☑	☑	☐
LOUISIANA	☐	☐	☐	VERMONT	☐	☐	☐
MAINE	☑	☑	☐	VIRGINIA	☐	☐	☐
MARYLAND	☑	☐	☐	WASHINGTON	☐	☐	☐
MASSACHUSETTS	☑	☐	☐	WEST VIRGINIA	☐	☐	☐
MICHIGAN	☐	☐	☐	WISCONSIN	☐	☐	☐
MINNESOTA	☐	☐	☐	WYOMING	☑	☑	☐
MISSISSIPPI	☐	☐	☐	VIRGIN ISLANDS	☐	☐	☐
MISSOURI	☐	☐	☐	PUERTO RICO	☐	☐	☐
MONTANA	☑	☑	☐				

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PROJECT INFORMATION SHEET

Project

FAMILY ORIENTED STRUCTURED PRESCHOOL ACTIVITY (Seton Hall)

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Elaine McCormick Wray	Project Director	20%
Karen Pederson	Dissemination Coordinator	100%
Barb Knapp	Parent Coordinator/Staff Trainer	30%
Rita Dockry	Parent Coordinator/Staff Trainer	30%
	Secretary/Bookkeeper	40%
Susan Prout	Aide	20%

Basic Features Adopter Needs To Put Into Operation

- Parent/child resource center for "guided discovery" and play
- Demonstration teaching by professional staff at learning stations for parents
- Parent discussion groups led by professional staff
- Pre/posttesting of children's skills
- Home teaching by parents, using activity sheets

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR (X) LONGER (SPECIFY) See below

1-1/2 hours is best, but 1 hour can suffice. Topics covered: background and history of project; philosophy and goals; process used; materials, staffing, and facilities needed, evaluation; funding sources.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Prefer to train at D/D site but will travel to adopter. Would like to have the whole preschool staff involved as well as the administrator and an advisory board representative, if possible.

Training covers: philosophy and goals, process materials, staffing, facilities, evaluation, funding sources, assessment demonstration, and visit to site. An informal classroom with audio visual equipment is required. Sessions are varied to meet needs of adopter in Title I, special education, kindergarten, and mainstream.

EVALUATION:

Pre- and posttest of children's skills; pre and post parent attitude survey. Use of project's validated assessment for children is recommended, but use of other measures is allowed. Adopter does testing and compilation of scores.

FOLLOW-UP:

Project provides phone follow-up, training of new staff of adopter, and visit to D/D site indefinitely and at no cost to adopter. Visit to adopter site for consultation and/or training also available (adopter pays expenses).

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☒	☐
TRAINING	☒	☐	☒	☐
EVALUATION	☐	☐	☒	☐
CURRICULUM	☐	☒	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Filmstrip projector, audio cassette playback.

TRAINING: Filmstrip projector, audio cassette playback, video cassette projector. Adopter purchases materials after training.

Adoption Agreement

	YES	NO
SUPPLIED BY D/D	☒	☐
WILLING TO USE SF'S	☒	☐

PARTIES SIGNING

ADOPTER	D/D	SF	FUNDING AGENCY
☒	☒	☒	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Attend awareness	X	X	Parent Representative
• Attend training	X	X	
• Promote community awareness	X	X	Parent Board
• Secure materials	X		
• Secure funding		X	

Adoption Expenses

START-UP COST OR RANGE: $ 15,000 PER NUMBER OF PERSONS (SPECIFY): 250 families

MAINTENANCE COST OR RANGE: $ 53,000 PER NUMBER OF PERSONS (SPECIFY): 250 families

43,000 (year 2)

Costs include: administration (preservice and consultant), instruction, instructional materials, traditional materials, operational costs; fringe benefits.

Contact

Elaine McCormick Wray, Director; Family Oriented Structured Preschool Activity; District 740 Community Schools; 1204 7th Street South; St. Cloud, MN 51301. (612) 253-5828.

TRAINERS LISTING

Project: FAMILY ORIENTED STRUCTURED PRESCHOOL ACTIVITY (Seton Hall Program)

Selection Process: Must be adopter trained by D/D and operating own demonstration site at least one year -- observed by D/D staff to ensure compatible philosophy and goals. Co-trains at one training workshop.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Sharon Lynt Racine, WI	Summer 1979; Director, Title I preschool; specializes in training for Title I, but allows others; no previous NDN experience.	X	X			X	X		X		X	X

PROJECT: FAMILY ORIENTED STRUCTURED PRESCHOOL ACTIVITY (Seton Hall Program)

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☑	☑	☐
ALASKA	☐	☐	☐
ARIZONA	☐	☐	☐
ARKANSAS	☐	☐	☐
CALIFORNIA	☐	☐	☐
COLORADO	☑	☐	☐
CONNECTICUT	☐	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☐	☐	☐
GEORGIA	☑	☐	☐
HAWAII	☐	☐	☐
IDAHO	☐	☐	☐
ILLINOIS	☑	☐	☐
INDIANA	☐	☐	☐
IOWA	☑	☐	☐
KANSAS	☑	☐	☐
KENTUCKY	☐	☐	☐
LOUISIANA	☐	☐	☐
MAINE	☑	☐	☐
MARYLAND	☐	☐	☐
MASSACHUSETTS	☑	☐	☐
MICHIGAN	☐	☐	☐
MINNESOTA	☑	☐	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☐	☐	☐
MONTANA	☐	☐	☐
NEBRASKA	☑	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☐	☐	☐
NEW JERSEY	☐	☐	☐
NEW MEXICO	☐	☐	☐
NEW YORK	☑	☐	☐
NORTH CAROLINA	☐	☐	☐
NORTH DAKOTA	☐	☐	☐
OHIO	☑	☐	☐
OKLAHOMA	☐	☐	☐
OREGON	☐	☐	☐
PENNSYLVANIA	☐	☐	☐
RHODE ISLAND	☐	☐	☐
SOUTH CAROLINA	☐	☐	☐
SOUTH DAKOTA	☑	☐	☐
TENNESSEE	☐	☐	☐
TEXAS	☐	☐	☐
UTAH	☐	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☐	☐	☐
WASHINGTON	☐	☐	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☑	☑	☑
WYOMING	☐	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

FLINT FOLLOW THROUGH PROJECT: Direct Instruction Resource Center

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Doris Orr	Teacher Supervisor: training and awareness	10%
Arzetta Johnson	Teacher Supervisor: training and awareness	10%
Georgina Hosmer	Teacher Supervisor: training and awareness	50%
Marion Williams	Project Director	25%
Nina Jones	Coordinator, Resource Center	100%
Maxine Murray	Secretary	100%

Basic Features Adopter Needs To Put Into Operation

Structured, sequential, scripted lessons are taught daily in 30-minute segments in small, face-to-face instructional groups. Precise teacher behaviors with sufficient time-on-task to permit low-performing youngsters to attain grade level by the end of third grade. Youngsters' academic progress is monitored regularly with criterion-referenced tests.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR (X) LONGER (SPECIFY) D/D prefers two hours

Teacher supervisors participate in awareness sessions which involve Direct Instruction reading, language, and arithmetic for kindergarten through third grade. The awareness presentation is a lecture involving audio-visuals and audience participation. It involves only the curricular area in which the adopter is interested. Although each curricular area is independent of the others, for lower performing students, it is recommended that reading and language be used together.

TRAINING: ( ) 1-2 DAYS (X) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Each curricular area requires two training days; all three areas can be covered in one week. Training is done by the teacher supervisors. All affected teaching personnel and at least one administrator should be trained. Topics covered are philosophy of Direct Instruction teaching, behavior management, classroom organization, monitoring student progress, grouping and placement, effective teacher behaviors, and materials. Training should take place in an area large enough for a number of adults to move around.

All training sessions are planned with an administrator of the adoption site to accommodate individual school districts. A tentative agenda is prepared and sent to the district a week prior to preservice training.

EVALUATION:

Pre/post WRATs are administered to each youngster participating in the adoption. Criterion-referenced tests in each subject area, provided by the D/D, are administered by the adopter to each youngster bimonthly. Data analysis is done by the D/D. Monthly attendance reports are required. The administrator(s) are required to submit an annual written evaluation of the program's impact.

FOLLOW-UP:

Follow-up services consist of bimonthly consultant visits to the adoption site at no cost to the adopter for a two-year period. Consultant services are provided by teacher supervisors and/or University of Oregon consultants contracted by the D/D. The consultants spend most of their time in the classroom working directly with teachers and their youngsters. Consultants provide individual and group inservice, diagnose student learning problems, assist staff with placement of students, critique teaching performances, demonstrate appropriate teaching behaviors, and confer with administrators regarding their perceptions and foci.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☐	☐
TRAINING	☒	☐	☒	☒
EVALUATION	☒	☐	☒	☐
CURRICULUM	☐	☐	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: SF provides overhead projector and screen.

TRAINING: D/D provides all necessary supplies and equipment.

Adoption Agreement

	YES	NO
SUPPLIED BY D/D	☒	☐
WILLING TO USE SF'S	☐	☐

PARTIES SIGNING

ADOPTER	D/D	SF	FUNDING AGENCY
☒	☒	☐	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Conduct needs assessment, attend awareness sessions	X	X	
• Participate in training session	X	X	Reading/Math Coords.
• Order materials		X	
• Administer pretests	X		

Adoption Expenses

START-UP COST OR RANGE: $ 978.44 PER NUMBER OF PERSONS (SPECIFY): 30 students

MAINTENANCE COST OR RANGE: $ 417.50 PER NUMBER OF PERSONS (SPECIFY): 30 students

D/D provides at no cost to the adopter awareness presentation and materials, training workshop, bimonthly consultant services, evaluation materials, training materials, and a set of teacher materials. SF assistance with teacher pay for inservice workshops is helpful. Adopting district must provide all land transportation from nearest airport for D/D staff.

Contact

Marion Williams, Director; Flint Follow Through Project; 923 E. Kearsley St.; Flint, MI 48503. (313) 762-1452.
Nina M. Jones, Coordinator; 614 W. Home Ave.; Flint, MI 48505. (313) 762-1705.

TRAINERS LISTING

Project: FLINT FOLLOW THROUGH PROJECT: Direct Instruction Resource Center

Selection Process: Trainers are selected by Resource Center Coordinator and Project Director on the basis of proficiency in Direct Instruction teaching, ability to train adults effectively, previous experience at the University of Oregon and with Follow Through Project staff, and participation in intensive Direct Instruction training workshops.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Susan Barnes Tallahassee, FL	Fall 1979; project manager for Direct Instruction Follow Through sites; consultant for Flint Follow Through Resource Center; effective with teachers and administrators in urban and rural settings		X		X					X		X
Elaine Bruner Champaign, IL	Fall 1980; coauthor of Direct Instruction Reading Program; consultant for Direct Instruction Follow Through sites and Flint Follow Through Resource Center; effective with teachers and administrators in urban, rural, and suburban settings	X	X	X	X					X		X
Linda Carnine Eugene, OR	Fall 1978; director of special education in Oregon school district; consultant for Direct Instruction Follow Through sites and Flint Follow Through Resource Center	X				X	X	X	X	X		X
Gary Johnson Eugene, OR	Spring 1978; professor at University of Oregon; project manager for Director Instruction Follow Through sites; consultant for Flint Follow Through Resource Center; effective with teachers and administrators in urban, rural, and suburban settings		X	X	X					X		X

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PROJECT: FLINT FOLLOW THROUGH PROJECT: Direct Instruction Resource Center

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES	STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐	NEBRASKA	☐	☐	☐
ALASKA	☑	☐	☐	NEVADA	☐	☐	☐
ARIZONA	☐	☐	☐	NEW HAMPSHIRE	☐	☐	☐
ARKANSAS	☐	☐	☐	NEW JERSEY	☐	☐	☐
CALIFORNIA	☑	☐	☐	NEW MEXICO	☐	☐	☐
COLORADO	☐	☐	☐	NEW YORK	☐	☐	☐
CONNECTICUT	☐	☐	☐	NORTH CAROLINA	☐	☐	☐
DELAWARE	☐	☐	☐	NORTH DAKOTA	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐	OHIO	☐	☐	☐
FLORIDA	☐	☐	☐	OKLAHOMA	☐	☐	☐
GEORGIA	☑	☐	☐	OREGON	☐	☐	☐
HAWAII	☐	☐	☐	PENNSYLVANIA	☐	☐	☐
IDAHO	☐	☐	☐	RHODE ISLAND	☐	☐	☐
ILLINOIS	☐	☐	☐	SOUTH CAROLINA	☐	☐	☐
INDIANA	☐	☐	☐	SOUTH DAKOTA	☐	☐	☐
IOWA	☐	☐	☐	TENNESSEE	☐	☐	☐
KANSAS	☐	☐	☐	TEXAS	☐	☐	☐
KENTUCKY	☑	☐	☐	UTAH	☐	☐	☐
LOUISIANA	☐	☐	☐	VERMONT	☑	☐	☐
MAINE	☑	☐	☐	VIRGINIA	☐	☐	☐
MARYLAND	☐	☐	☐	WASHINGTON	☐	☐	☐
MASSACHUSETTS	☐	☐	☐	WEST VIRGINIA	☐	☐	☐
MICHIGAN	☑	☐	☐	WISCONSIN	☐	☐	☐
MINNESOTA	☐	☐	☐	WYOMING	☐	☐	☐
MISSISSIPPI	☐	☐	☐	VIRGIN ISLANDS	☐	☐	☐
MISSOURI	☐	☐	☐	PUERTO RICO	☐	☐	☐
MONTANA	☐	☐	☐				

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53-S

PROJECT INFORMATION SHEET

Project

FOCUS DISSEMINATION PROJECT

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Sue Schillinger	Project Coordinator/Trainer	[illegible]
Don May	Project Evaluator/Trainer	20%

Basic Features Adopter Needs To Put Into Operation

- Needs assessment to demonstrate existence of a need that Focus model addresses.
- District commitment to restructure staff time to implement the program (minimum three hours daily in program).
- Commitment to implement group counseling component in a consistent manner.
- District agreement to release key staff for training workshop.
- Commitment to implement student leadership component within first two years of replication.
- Commitment to carry out an evaluation process and furnish D/D with results.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR (X) LONGER (SPECIFY) 1-1/2 to 4 hours

One-hour lecture session with some visual aids for general audience. Longer presentations appropriate for audiences who are familiar with basic program and seriously considering adoption but who have specific questions on implementation process for their situation. Presentations varied to suit characteristics of adopter/adopters and implementation design (for example, senior or junior high school/alternative school/residential school).

TRAINING: ( ) 1-2 DAYS (X) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Initial training should include all involved teachers, aides, administrators, counselors, psychologists, social workers, and others interested in program (school board, parents, community agency personnel); covers history and philosophy, implementation and management, program organization and control and evaluation. Need considerable space, as personnel for more than one school trained at this workshop. Follow-up training after implementation is specific to adopter; may include more on group counseling, discipline, management, or evaluation.

EVALUATION:

Pre/posttesting for student self-esteem (D/D provides test), achievement, student and parent attitudes toward school (Instructional Objectives Exchange test provided by D/D). Record comparison of discipline referrals, suspensions, expulsions, court referrals, and vandalism for year proceding start of Focus and first year of Focus.

FOLLOW-UP:

Provided to adopting site for as long as necessary to ensure quality replication. Costs shared by all involved parties. SF usually coordinates follow up activities to extend services to as many area adopters as possible and appropriate during D/D visit.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☒	☒	☒
CURRICULUM	☒	☐	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Slide carousel, tape recorder (prefer automatic pulse hookup); SF provides.

TRAINING: Minimum of one Training Manual set for each adopter site prior to workshop. Require blackboard at training session. All other material provided by D/D at no cost to SF or adopter.

Adoption Agreement

	YES	NO	PARTIES SIGNING			
			ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☒	☐	☒	☒	☒	☒

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS		
	TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Attend awareness presentation	X	X	Guidance Counselor
• Complete needs assessment		X	
• Participate in initial training	X	X	as appropriate
• Administer pretest	X		
• Select students per schedule	X	X	
• Attend advanced follow-up training	X	X	as appropriate
• Administer posttest	X	X	as appropriate
• Summarize evaluation			Evaluator

Adoption Expenses

START-UP COST OR RANGE: $ 0-$10,000 PER NUMBER OF PERSONS (SPECIFY): 10-80 students

MAINTENANCE COST OR RANGE: $ 0* PER NUMBER OF PERSONS (SPECIFY): original number

*No additional funds after first or second year required.

Start-up costs vary widely depending on individual district staff material resources currently available and size of student population to be served by program. Initial costs include release for training, preparation time for program staff, additional curricular material training manuals, trainer expenses when appropriate.

Contact

Sue Schillinger; Focus Dissemination Project; Educational Growth Exchange; 121 E. Second St.; Hastings, MN 55033. (612) 437-3976.

TRAINERS LISTING

Project: FOCUS DISSEMINATION PROJECT

Selection Process: Trainers must: demonstrate knowledge of the Focus model concepts, management design, and replication process; demonstrate in-depth understanding of "behavior problem" students and have direct contact experience working with troubled youth in either clinical and/or educational setting. After selection, must attend initial three-day workshop with D/D staff followed by at least one field experience with D/D staff. D/D evaluates each trainer after one year to select those with highest potential for intern program. Intern trainers will attend advanced training to prepare for more in-depth activities (staff training and evaluation monitoring).

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Bettie Lu Lancaster Fayetteville, AR	Teacher; urban/secondary	X			X	X	X	X	X	X		X
Susan McLaughlin Wallingford, CT	Counselor; urban/secondary	X			X	X	X	X	X	X		X
Vickey Zvasnik Bar Harbor, ME	Fall 1979; Teacher; rural/secondary	X			X	X	X	X	X	Limited		X
Chuck Hodge Corinth, ME	Counselor; rural/secondary	X			X	X	X	X	X		X	X
Craig Linderman Inkster, MI	Fall 1979; Teacher; suburban/secondary	X			X	X	X	X	X	Limited		X
Kathleen Makstutis Inkster, MI	Fall 1979; Teacher; suburban/secondary	X			X	X	X	X	X	Limited		X
Beverly Harrington Albany, NY	Teacher; suburban/secondary	X			X	X	X	X	X	Limited		X
Barbara Clarke Spanaway, WA	Teacher; suburban-rural/secondary	X			X	X	X	X	X		X	X

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PROJECT: FOCUS DISSEMINATION PROJECT

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☑	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☑	☐	☐
ARKANSAS	☑	☑	☐
CALIFORNIA	☑	☐	☐
COLORADO	☑	☑	☐
CONNECTICUT	☑	☑	☐
DELAWARE	☑	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☑	☐	☐
GEORGIA	☐	☐	☐
HAWAII	☐	☐	☐
IDAHO	☑	☐	☐
ILLINOIS	☑	☐	☐
INDIANA	☐	☐	☐
IOWA	☑	☑	☐
KANSAS	☑	☑	☐
KENTUCKY	☐	☐	☐
LOUISIANA	☐	☐	☐
MAINE	☑	☑	☐
MARYLAND	☐	☐	☐
MASSACHUSETTS	☑	☑	☐
MICHIGAN	☑	☑	☐
MINNESOTA	☑	☑	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☐	☐	☐
MONTANA	☐	☐	☐
NEBRASKA	☑	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☑	☑	☐
NEW JERSEY	☑	☑	☐
NEW MEXICO	☐	☐	☐
NEW YORK	☑	☑	☐
NORTH CAROLINA	☑	☐	☐
NORTH DAKOTA	☐	☐	☐
OHIO	☑	☑	☐
OKLAHOMA	☑	☑	☐
OREGON	☐	☐	☐
PENNSYLVANIA	☐	☐	☐
RHODE ISLAND	☐	☐	☐
SOUTH CAROLINA	☑	☑	☐
SOUTH DAKOTA	☑	☐	☐
TENNESSEE	☑	☑	☐
TEXAS	☑	☐	☐
UTAH	☑	☑	☐
VERMONT	☐	☐	☐
VIRGINIA	☐	☐	☐
WASHINGTON	☑	☑	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☑	☐	☐
WYOMING	☐	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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54-3

PROJECT INFORMATION SHEET

Project

"GAMES CHILDREN PLAY" -- ATLANTA FOLLOW THROUGH/INTERDEPENDENT LEARNING MODEL

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Stella S. Lewis	Program Director	50%
Jeanne M. Gray	Coordinator	100%
Fay W. Ross	Demonstration/Training Specialist	100%
Georgia K. Miller	Trainer	100%
Ruth T. Watts	Trainer/Public Relations Specialist	100%

Basic Features Adopter Needs To Put Into Operation

- Classroom Management System: children are self-scheduling, self-evaluating and keep their own records; classroom rules are posted; room is arranged into content areas, with all areas labeled and an open traffic pattern.
- Instructional Games: games are attractively arranged on shelves with current instructional content; children use Conversation, Street/Folk/Musical, and Table Games during whole day as skill-reinforcing activities.
- Reading: the phonics-based program can be used with any basal reader series; instruction is conducted, small groups; aide is needed.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR (X) LONGER (SPECIFY) 1-1/2 to 3 hours

Topics: philosophy and goals of program, the national Follow Through program, and overview of key elements. Participants are involved in game playing. Informational materials and game samples are distributed. Displays of games, manuals, and other visuals reinforce overview. A slide-tape or filmstrip with cassette tape is shown. A question-and-answer period follows, and participants complete evaluation of session. Presentations can be varied as length of session permits. In longer sesions (2-1/2 - 3 hours), participants construct a Table Game.

TRAINING: (X) 1-2 DAYS (X) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Training in the classroom management system takes two days and covers teacher-pupil behaviors, incorporation of children's culture and environment into classroom activities, room arrangement, use of existing space, learning centers, interest areas, children's scheduling, evaluation, and record keeping. Training in instructional games takes two days; covers Conversation, Street/Folk/Musical, and Table Games, and includes general philosophy and usage, formats, the plugging in of content, game playing, and game construction. Reading training takes three days and covers integration of the Direct Approach to Decoding with adopter's basal reading series, techniques used with children, and completion of curriculum outlines. Training activities include brainstorming, small-group discussion, question-and-answer periods, and game playing. Training is adapted to adopter's needs by curriculum content in games and other activities. Time of training is adjusted to adopter's needs.

EVALUATION:

Model Implementation Checklist provided by D/D evaluates teacher attitude change and degree of program implementation. Responsibility for data collection is negotiable. Checklist should be administered three months after completion of training and again approximately six months later. Data from adopter's standardized achievement tests are used to measure child outcome. Data are analyzed by D/D.

FOLLOW-UP:

Between two and three days of follow-up are provided by D/D, depending on size of adopter site. Additional follow-up is available as long as necessary. Costs to be negotiated.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☐
TRAINING	☒	☐	☒	☐
EVALUATION	☒	☐	☒	☐
CURRICULUM	☐	☐	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: SF supplies filmstrip projector, cassette tape recorder, screen, projector table, tables, and chairs.

TRAINING: Overhead projector, cassette tape recorder, extension cord, tables, bulletin boards, two easels, and sufficient space for large-group game playing are required.

Adoption Agreement

	YES	NO	PARTIES SIGNING			
			ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☐	☒	☒	☒	☒	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR		OTHER (SPECIFY)
• Attend awareness	X	X		
• Conduct needs assessment	X	X		SF
• Negotiate adoption agreement	X	X		SF
• Provide start-up costs, release time for training, and aide for reading program		X		
• Participate in training	X	X		SF
• Receive follow-up	X	X		
• Administer Model Implementation Checklist		X	or	SF

Adoption Expenses

START-UP COST OR RANGE: $ 50, Math; $75, Reading $90 Math and Reading PER NUMBER OF PERSONS (SPECIFY): per classroom

MAINTENANCE COST OR RANGE: $ 50 Math; $70, Reading $85, Math and Reading PER NUMBER OF PERSONS (SPECIFY): per classroom

The costs listed include poster board, glue, magic markers, contact paper, 4 x 6-inch index cards, ditto paper, etc. They do not include a laminating machine or shelving units, which a district may already have, or the salaries for educational aides required for an adoption in reading (one per classroom).

Contact

Jeanne M. Gray, Coordinator; Follow Through Resource Center; Atlanta Public Schools; 2960 Forrest Hill Drive, Southwest; Atlanta, GA 30315. (404) 762-7206.

PROJECT: "GAMES CHILDREN PLAY" -- ATLANTA FOLLOW THROUGH/INTERDEPENDENT LEARNING MODEL

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☐	☐	☐
ARKANSAS	☐	☐	☐
CALIFORNIA	☐	☐	☐
COLORADO	☐	☐	☐
CONNECTICUT	☐	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☐	☐	☐
GEORGIA	☑	☐	☐
HAWAII	☐	☐	☐
IDAHO	☐	☐	☐
ILLINOIS	☐	☐	☐
INDIANA	☐	☐	☐
IOWA	☐	☐	☐
KANSAS	☐	☐	☐
KENTUCKY	☐	☐	☐
LOUISIANA	☐	☐	☐
MAINE	☐	☐	☐
MARYLAND	☐	☐	☐
MASSACHUSETTS	☐	☐	☐
MICHIGAN	☐	☐	☐
MINNESOTA	☐	☐	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☐	☐	☐
MONTANA	☐	☐	☐
NEBRASKA	☐	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☐	☐	☐
NEW JERSEY	☐	☐	☐
NEW MEXICO	☐	☐	☐
NEW YORK	☑	☐	☐
NORTH CAROLINA	☑	☐	☐
NORTH DAKOTA	☐	☐	☐
OHIO	☐	☐	☐
OKLAHOMA	☐	☐	☐
OREGON	☐	☐	☐
PENNSYLVANIA	☐	☐	☐
RHODE ISLAND	☐	☐	☐
SOUTH CAROLINA	☐	☐	☐
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☐	☐	☐
TEXAS	☐	☐	☐
UTAH	☐	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☐	☐	☐
WASHINGTON	☐	☐	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☐	☐	☐
WYOMING	☐	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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55-S

PROJECT INFORMATION SHEET

Project

GEMS: Goal-based Educational Management System

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Beverly Lloyd	Director	30%
Nanette Noble	Consultant	4%
Roger Phillips	Consultant	8%
Pat Edwards	Consultant	8%

Basic Features Adopter Needs To Put Into Operation

- Placement and/or pretests are utilized for diagnosis.
- Goals and objectives are communicated to students.
- Students are taught at their instructional level.
- Teachers use a variety of instructional methods and grouping patterns.
- Posttests are utilized for evaluation.
- Teaching is for mastery.
- Skills mastered are applied in a variety of affective reading activities.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

Awareness sessions use a lecture-participation format. As each key component is explained, sample materials are distributed and discussed. Sessions conclude with a period for questions to meet individual needs.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Training is designed for all individuals involved in implementation -- administrators, teachers, aides (if used in the adopting system), and parents or P.T.A. Training sessions are true workshops, where participants are involved with each phase of the program. Sessions include an introduction to the program and mastery learning concepts, the GEMS Book, management, directed reading, the reading process, student information management, evaluation, and the early childhood component.

EVALUATION:

Evaluation measures two things: implementation of the management system and mastery learning concepts and student competencies that result from the management system. A project-developed instrument, the GEMS Implementation Form, is used to assess degree of implementation, while the norm-referenced tests already in use in the adopting district are used to assess student growth in reading. Adopter administers test pre and post. D/D analyzes data.

FOLLOW-UP:

Follow-up services are available by telephone and mail for as long as necessary. At least two one-day follow-up visits are provided. Costs are shared by D/D and adopter.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☐	☒	☐
CURRICULUM	☐	☐	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: An overhead projector and a display table are needed. D/D provides supplies.

TRAINING: An overhead projector and a classroom with access to textbooks are required. Each trainee requires a GEMS Book and training manual.

Adoption Agreement

	YES	NO	PARTIES SIGNING			
			ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☐	☐	☒	☒	☒	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Conduct needs assessment, attend awareness session, and participate in initial training	X	X	
• Conduct preassessment	X		
• Implement program, participate in follow-up training, and conduct postassessment and evaluation	X	X	

Adoption Expenses

START-UP COST OR RANGE: $ 40 PER NUMBER OF PERSONS (SPECIFY): per teacher

MAINTENANCE COST OR RANGE: $ 26 PER NUMBER OF PERSONS (SPECIFY): per teacher

Figure for start-up cost includes one GEMS Book and a training manual. Adopter receives right to reproduce all tests, strategies, and retrieval materials; cost of duplicated materials is approximately $20 a year. D/D shares costs of follow-up with adopter.

Contact

Beverly Lloyd, GEMS Project Director; Jordan School District; 9361 S. 400 East; Sandy, UT 84070. (801) 566-1521.

PROJECT: GEMS: Goal-based Educational Management System

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☐	☐	☐
ARKANSAS	☐	☐	☐
CALIFORNIA	☐	☐	☐
COLORADO	☐	☐	☐
CONNECTICUT	☐	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☐	☐	☐
GEORGIA	☐	☐	☐
HAWAII	☐	☐	☐
IDAHO	☑	☐	☐
ILLINOIS	☐	☐	☐
INDIANA	☐	☐	☐
IOWA	☐	☐	☐
KANSAS	☐	☐	☐
KENTUCKY	☐	☐	☐
LOUISIANA	☐	☐	☐
MAINE	☐	☐	☐
MARYLAND	☐	☐	☐
MASSACHUSETTS	☐	☐	☐
MICHIGAN	☐	☐	☐
MINNESOTA	☐	☐	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☐	☐	☐
MONTANA	☐	☐	☐

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
NEBRASKA	☐	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☐	☐	☐
NEW JERSEY	☐	☐	☐
NEW MEXICO	☐	☐	☐
NEW YORK	☐	☐	☐
NORTH CAROLINA	☐	☐	☐
NORTH DAKOTA	☐	☐	☐
OHIO	☐	☐	☐
OKLAHOMA	☐	☐	☐
OREGON	☑	☐	☐
PENNSYLVANIA	☐	☐	☐
RHODE ISLAND	☐	☐	☐
SOUTH CAROLINA	☐	☐	☐
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☐	☐	☐
TEXAS	☐	☐	☐
UTAH	☑	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☐	☐	☐
WASHINGTON	☐	☐	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☐	☐	☐
WYOMING	☐	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

HEAR: Human Educational Awareness Resource (A Career Education Program to Reduce Effects of Sex Role Stereotyping)

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Joel Geller	Project Director: supervises all activities	25%
M. David Wilker	Project Manager: manages dissemination activities	15%
Marion Rampel	Evaluation Specialist: manages evaluation design and instrumentation and data collection	15%
Gloria Sackman	Administrator: provides support services	40%

Basic Features Adopter Needs To Put Into Operation

- Provide a minimum of inservice for teachers
- Obtain program materials
- Provide 35 days of instruction for students
- Collect data for evaluation
- Participate in follow-up activities with D/D

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES ( ) 1 HOUR (X) LONGER (SPECIFY) 2 hours minimum

To provide significance for those attending, awareness workshops (a short form of inservice training) are individualized to participants by assessment of participants' and presenters' expectations. D/D prefers to conduct workshops in which program activities are used with participants so that they can experience what they will teach. Most activities require active participation and confront personal issues.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY) 2 days minimum, with 3 days preferred

( ) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Training is tailored to needs and characteristics of adopting district. Rather than to address specific topics, training is designed to sensitize participants to the ramifications of sex stereotyping in themselves and in society. D/D feels that this approach helps trainees to feel comfortable with the materials, take personal ownership of them, and adapt or expand them as needed and to enrich student discussions and facilitate student change. Training is also designed to help trainees make plans for using the materials with students; this includes scheduling units, selecting activities, and estimating activity lengths.

EVALUATION:

D/D regularly collects data only on training workshop effectiveness, using a project-developed instrument. Student impact data are collected only by prearrangement between D/D and adopter. Evaluation model is a pre/post experimental-to-control group contrast. D/D provides instrumentation for grades 4-6 and 7-9; the Crites Career Maturity Inventory is used for grades 10-12. Adopter obtains and administers tests, and D/D tabulates, analyzes, and reports data.

FOLLOW-UP:

Effectiveness of adoption is monitored by monthly review of progress toward meeting conditions spelled out in adoption agreement. Teachers use project-developed Activity Record Sheets to record the date and time when activities are conducted, the number of students in attendance, and anecdotal comments. Record sheets are collected, tabulated, and reported by the program evaluator. D/D staff are available to assist adopters for three years. Cost of follow-up services is negotiated at the time of adoption.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☐
TRAINING	☒	☐	☒	☐
EVALUATION	☒	☒	☐	☐
CURRICULUM	☒	☒	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Carousel slide projector, filmstrip projector, cassette tape recorder, newsprint pad, grease pencil, and masking tape.

TRAINING: Same equipment as for awareness plus curriculum materials.

Adoption Agreement

	YES	NO	ADOPTER	D/D	SF	FUNDING AGENCY
			PARTIES SIGNING			
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☐	☒	☒	☒	☐	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Conduct needs assessment, attend awareness, and sign adoption agreement	X	X	
• Participate in training	X	X	
• Obtain HEAR kits		X	
• Pretest students, provide 35 days of instruction, posttest students, and send results to D/D for analysis and report	X		
• Receive follow-up	X	X	

Adoption Expenses

START-UP COST OR RANGE: $ 10.16 PER NUMBER OF PERSONS (SPECIFY): per student

MAINTENANCE COST OR RANGE: $ .92 PER NUMBER OF PERSONS (SPECIFY): per student per term

Start-up cost assumes 18 classes, 540 students. Units contain materials for 30 students and teacher: primary units (grades 4-6), $90; intermediate units (grades 7-9), $85; secondary units (grades 10-12), $110. Consumable student workbooks can be replaced at cost of 80¢, $1, and $1.35, respectively. Per-student figures include cost of materials, training, evaluation, and follow-up.

Contact

Joel Geller, or M. David Wilker; Project HEAR; Holistic Learning Resources; 306 Alexander St.; Princeton, NJ 08540. (609) 921-1484.

PROJECT: HEAR: Human Educational Awareness Resource (A Career Education Program to Reduce Effects of Sex Role Stereotyping)

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☐	☐	☐
ARKANSAS	☐	☐	☐
CALIFORNIA	☐	☐	☐
COLORADO	☐	☐	☐
CONNECTICUT	☐	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☑	☐	☐
GEORGIA	☐	☐	☐
HAWAII	☐	☐	☐
IDAHO	☐	☐	☐
ILLINOIS	☐	☐	☐
INDIANA	☐	☐	☐
IOWA	☐	☐	☐
KANSAS	☐	☐	☐
KENTUCKY	☐	☐	☐
LOUISIANA	☐	☐	☐
MAINE	☐	☐	☐
MARYLAND	☐	☐	☐
MASSACHUSETTS	☐	☐	☐
MICHIGAN	☑	☐	☐
MINNESOTA	☐	☐	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☐	☐	☐
MONTANA	☐	☐	☐
NEBRASKA	☐	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☐	☐	☐
NEW JERSEY	☑	☑	☐
NEW MEXICO	☐	☐	☐
NEW YORK	☑	☑	☐
NORTH CAROLINA	☐	☐	☐
NORTH DAKOTA	☐	☐	☐
OHIO	☑	☐	☐
OKLAHOMA	☐	☐	☐
OREGON	☐	☐	☐
PENNSYLVANIA	☐	☐	☐
RHODE ISLAND	☐	☐	☐
SOUTH CAROLINA	☐	☐	☐
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☐	☐	☐
TEXAS	☐	☐	☐
UTAH	☐	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☐	☐	☐
WASHINGTON	☑	☐	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☐	☐	☐
WYOMING	☐	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

HOSTS: Help One Student To Succeed

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Bill Gibbons	President: awareness, training	50%
Paul Clore	Vice-President: awareness, training	50%
Jim Miller	Vice-President: awareness, training	50%

Basic Features Adopter Needs To Put Into Operation

- A diagnostic/prescriptive tutorial reading program
- Training required for administrators, teachers, and aides
- Tutors used for one-to-one instruction
- Formalized assessment and evaluation of students

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES ( ) 1 HOUR (X) LONGER (SPECIFY) 1-1/2 hours

Lecture format using video examples covers scope and sequence of program. One-half hour is set aside for questions and answers.

TRAINING: ( ) 1-2 DAYS ( ) 3-4 DAYS (X) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Five-day preservice training for all administrators, reading teachers, and aides involved in implementation covers the roles of various adopting staff members, assessment, lesson planning, tutor recruitment and training, and evaluation. Two additional days of inservice for adopting staff are provided with follow-up.

EVALUATION:

Adopter pre- and posttests students with any standardized test that provides NCE scores. D/D analyzes data.

FOLLOW-UP:

Adopter and D/D share costs of two mandatory adopter-site visits by D/D staff for monitoring and inservice during the first year of implementation. Attendance at annual conference of HOSTS adopters is recommended.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☒	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☒	☐	☐
CURRICULUM	☒	☒	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: SF or requester provides 3/4-inch color video playback unit and overhead projector.

TRAINING: SF or requester provides same equipment as required for awareness.

Adoption Agreement

	YES	NO
SUPPLIED BY D/D	☒	☐
WILLING TO USE SF'S	☒	☐

PARTIES SIGNING

ADOPTER	D/D	SF	FUNDING AGENCY
☒	☒	☒	☒

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Sign adoption agreement		X	School Board
• Participate in training as a team	X	X	Aides
• Implement program	X		Aides, Volunteers
• Conduct evaluation	X	X	
• Participate in follow-up monitoring and inservice	X	X	Aides

Adoption Expenses

START-UP COST OR RANGE: $ 5,000-$7,500 PER NUMBER OF PERSONS (SPECIFY): 1 building, 60 students
MAINTENANCE COST OR RANGE: $ 500 PER NUMBER OF PERSONS (SPECIFY): 1 building, 60 students

Costs vary with district resources available. Start-up costs include training, materials, and contracted services. For training at D/D site: stipends for trainees ($50 per day for certificated personnel, $30 per day for noncertificated personnel) plus trainees' travel and per diem; for training at adopter site: trainer's travel and per diem (roughly $500 per person in either case, though exact cost varies with distance travelled). Materials and supplies for reading center: approximately $3,300. Contracted services: $2,400 (cost to be negotiated). Maintenance cost: $500 per building for consumable materials and tests.

Contact

Bill Gibbons, President; HOSTS Non-Profit Corporation; 5802 MacArthur Blvd.; Vancouver, WA 98661. (206) 694-1705 or 693-1775.

TRAINERS LISTING

Project: HOSTS: Help One Student To Succeed

Selection Process: Trainers are selected from among personnel of districts that successfully implement HOSTS for two years and provide evidence that students have benefited from the program. Trainers are selected and certified annually. All requests for trainers must be addressed to D/D.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Chuck Swaney College Community, IA	School principal; trains administrators	X		X		X	X	X	X			X
Bob Clarey Roanoke Rapids, NC	Superintendent; trains only in North Carolina	X			X	X	X	X	X		X	X
Nancy Floyd Roanoke Rapids, NC	Title I supervisor; trains only in North Carolina	X			X	X	X	X	X		X	X
Terri Carr Vancouver, WA	School principal; trains teachers, administrators	X	X	X	X	X	X	X	X	X		X
Terri Jamieson Moses Lake, WA	Title I coordinator; trains teachers, administrators	X	X	X	X	X	X	X	X	X		X
Patsy Lee Ephrata, WA	Title I supervisor; trains teachers, administrators	X	X	X	X	X	X	X	X	X		X
Sheila Tretter Vancouver, WA	HOSTS reading teacher; trains teachers, administrators	X	X	X	X	X	X	X	X	X		X

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PROJECT: HOSTS: Help One Student To Succeed

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☐	☐	☐
ARKANSAS	☐	☐	☐
CALIFORNIA	☑	☐	☐
COLORADO	☑	☑	☐
CONNECTICUT	☐	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☐	☐	☐
GEORGIA	☐	☐	☐
HAWAII	☑	☐	☐
IDAHO	☐	☐	☐
ILLINOIS	☐	☐	☐
INDIANA	☑	☑	☐
IOWA	☑	☑	☐
KANSAS	☐	☐	☐
KENTUCKY	☐	☐	☐
LOUISIANA	☐	☐	☐
MAINE	☐	☐	☐
MARYLAND	☐	☐	☐
MASSACHUSETTS	☐	☐	☐
MICHIGAN	☑	☐	☐
MINNESOTA	☐	☐	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☐	☐	☐
MONTANA	☑	☐	☐
NEBRASKA	☐	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☐	☐	☐
NEW JERSEY	☐	☐	☐
NEW MEXICO	☐	☐	☐
NEW YORK	☐	☐	☐
NORTH CAROLINA	☑	☑	☐
NORTH DAKOTA	☑	☑	☐
OHIO	☐	☐	☐
OKLAHOMA	☐	☐	☐
OREGON	☑	☐	☐
PENNSYLVANIA	☐	☐	☐
RHODE ISLAND	☑	☐	☐
SOUTH CAROLINA	☐	☐	☐
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☐	☐	☐
TEXAS	☑	☐	☐
UTAH	☑	☐	☐
VERMONT	☑	☑	☐
VIRGINIA	☐	☐	☐
WASHINGTON	☑	☑	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☑	☐	☐
WYOMING	☐	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

PROJECT I-C-E (Instruction-Curriculum-Environment)

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Robert Warpinski	Director: provides awareness, training, and technical assistance	100%
Nancy Timm	Administrative Assistant: manages I-C-E office	50%
Karen Kukla	Secretary: manages resource materials center	50%

Basic Features Adopter Needs To Put Into Operation

A majority of teachers in a building, at a grade level, or K-12 makes a commitment to accept I-C-E concepts as an instructional framework. Adopting teachers integrate at least one instructional unit for at least six of the program's 12 major environmental concepts during first year, with provision of integration of all 12 concepts by the end of the second year. To ensure multidisciplinary application, primary level teachers elect integration in at least three disciplines and intermediate level teachers in at least four; secondary level includes teachers from at least four disciplines. Teachers select, modify, or adapt activities to meet local needs or interests; teachers identify and use local or other activities as appropriate to program concepts. Teacher implementation reports and pre/posttesting of students in sample grades 2, 5, 8, and 11 as available are used in program evaluation.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

Participants view "To Love and Respect the Land," a slide-tape on environmental concepts, peruse I-C-E curriculum materials, and receive handouts describing adoption requirements. Those who desire detailed information receive a copy of the I-C-E Adopter Information Handbook. If less than one hour is available for presentation, the slide-tape is omitted.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

All teachers involved in adoption, including aides, administrators, and other local agency personnel, if available, attend training. Training session lasts five hours and includes a film, The Stream (one hour); I-C-E concepts, a slide-tape, "To Love and Respect the Land," and discussion (one hour); perusal and discussion of I-C-E curriculum guides and implementation strategies (one hour); I-C-E outdoor activities, with field experience if practical (one and one-half hours); adoption requirements, evaluation requirements, and a slide-tape, "Journey to a Sylvan Place" (one-half hour). Participants should anticipate and be dressed for outdoor activities. Shorter workshops are possible; less time is spent with curriculum materials, and outdoor activities are eliminated.

EVALUATION:

Program implementation is evaluated by two methods: all adopting teachers are required to maintain and submit to D/D a Teacher Implementation Record, and formal adopters gather student impact data through pre- and posttesting of grades 2, 5, 8, and 11 as available with project-developed Environmental Cognitive Inventories. D/D supplies both instruments. Adopting teachers administer one-hour test in September or October and again in May, using Sensorscan answer sheets. Tests and answer sheets are returned to D/D for scoring and analysis. Adopters may elect to test over a two- or three-year period, at their expense (approximately 50¢ per student).

FOLLOW-UP:

D/D provides follow-up, including response to adopter concerns, assistance with additional instructional ideas or materials, and development or adaptation of materials to suit local community, for a minimum of one year and as many as three years if necessary. D/D staff visit adopting site midway through first year at D/D expense unless adoption is supported by Title IV-C funds and such funds are part of grant or alternatives negotiated.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☒	☐
TRAINING	☒	☐	☒	☐
EVALUATION	☒	☐	☒	☐
CURRICULUM	☒	☒	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: A slide projector, Wollensak synch tape recorder, and screen are required.

TRAINING: A 16mm film projector, slide projector, Wollensak synch tape recorder, and screen are required. Facility should be suitable for audiovisual presentations, and it is best if teachers have tables to work on. Adopter needs project-developed curriculum materials appropriate to all trainees.

Adoption Agreement

			PARTIES SIGNING			
	YES	NO	ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☐	☒ (except ESEA IV-C)	☒	☒	☒	☒ (if IV-C)

Activities Adopter Should Undertake To Implement Program

ACTIVITY	TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Determine need and interest in environmental education	X	X	Community
• Determine if I-C-E best meets such need or interest and contact D/D or SF for detailed adopter information	X	X	
• Schedule training date and provide D/D with staff roster of teachers involved			LEA Contact Person
• Administer student pretests	X		LEA Contact
• Implement I-C-E instructional activities, maintain Teacher Implementation records, and administer student posttests as appropriate	X		

Adoption Expenses

START-UP COST OR RANGE: $ 5 PER NUMBER OF PERSONS (SPECIFY): per teacher

MAINTENANCE COST OR RANGE: $ 0 PER NUMBER OF PERSONS (SPECIFY):

Figure for start-up cost is limited to cost of curriculum materials for adopting teachers. No additional equipment or audiovisual materials are required, though they may be helpful in supplementing teacher activities. Adoptions supported by Title IV-C funds should include a provision for D/D travel and per diem and for student testing (50¢ per student). In adoptions not supported by Title IV-C funds, these costs can be negotiated among adopter, SF, and D/D.

Contact

Robert J. Warpinski, Director; Project I-C-E; Cooperative Educational Service Agency No. 9; 1927 Main St.; Green Bay, WI 54301. (414) 497-3755.

PROJECT:

PROJECT I-C-E (Instruction-Curriculum-Environment)

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES	STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐	NEBRASKA	☑	☐	☐
ALASKA	☐	☐	☐	NEVADA	☐	☐	☐
ARIZONA	☐	☐	☐	NEW HAMPSHIRE	☐	☐	☐
ARKANSAS	☐	☐	☐	NEW JERSEY	☐	☐	☐
CALIFORNIA	☐	☐	☐	NEW MEXICO	☐	☐	☐
COLORADO	☐	☐	☐	NEW YORK	☐	☐	☐
CONNECTICUT	☐	☐	☐	NORTH CAROLINA	☐	☐	☐
DELAWARE	☐	☐	☐	NORTH DAKOTA	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐	OHIO	☑	☐	☐
FLORIDA	☑	☐	☐	OKLAHOMA	☑	☐	☐
GEORGIA	☑	☐	☐	OREGON	☑	☐	☐
HAWAII	☐	☐	☐	PENNSYLVANIA	☐	☐	☐
IDAHO	☐	☐	☐	RHODE ISLAND	☐	☐	☐
ILLINOIS	☑	☐	☐	SOUTH CAROLINA	☑	☐	☐
INDIANA	☑	☐	☐	SOUTH DAKOTA	☐	☐	☐
IOWA	☑	☐	☐	TENNESSEE	☐	☐	☐
KANSAS	☐	☐	☐	TEXAS	☑	☐	☐
KENTUCKY	☑	☐	☐	UTAH	☐	☐	☐
LOUISIANA	☐	☐	☐	VERMONT	☑	☐	☐
MAINE	☐	☐	☐	VIRGINIA	☐	☐	☐
MARYLAND	☐	☐	☐	WASHINGTON	☐	☐	☐
MASSACHUSETTS	☑	☐	☐	WEST VIRGINIA	☐	☐	☐
MICHIGAN	☑	☐	☐	WISCONSIN	☑	☐	☐
MINNESOTA	☑	☐	☐	WYOMING	☑	☐	☐
MISSISSIPPI	☐	☐	☐	VIRGIN ISLANDS	☑	☐	☐
MISSOURI	☑	☐	☐	PUERTO RICO	☐	☐	☐
MONTANA	☐	☐	☐				

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PROJECT INFORMATION SHEET

Project

INDIANAPOLIS FOLLOW THROUGH PROJECT

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Bessie Chumley-Jones	Director	100%
Janet L. Crenshaw	Public Relations Specialist/Facilitator: newsletters, brochures, audiovisuals, all functions related to public relations	100%
Charlotte Ray	Staff Trainer: awareness, training in Behavior Analysis concept	100%

Basic Features Adopter Needs To Put Into Operation

- Employ at least one full-time aide for each classroom
- Use specified curriculum materials
- Use specified Behavior Analysis teaching techniques

Services/Resources

AWARENESS: ( ) 1/2 HOUR (X) 45 MINUTES ( ) 1 HOUR ( ) LONGER (SPECIFY)

Session consists of a lecture and audiovisual presentation on the Behavior Analysis concept, questions and answers, and occasionally of a demonstration with area children.

TRAINING: ( ) 1-2 DAYS (X) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE (X) ADOPTER MUST TRAVEL TO D/D SITE (either)

Training takes between three and five days, depending on what is needed and desired. Role playing, practical classroom experience, background of the program, classroom procedures, staff, parent involvement, and curriculum training are all part of training, which includes a slide presentation.

EVALUATION:

Adopter pre- and posttests with Wide Range Achievement Test or other similar test already on hand. If WRAT is used, D/D trains personnel and gives test follow-up. D/D helps with data analysis regardless of test used.

FOLLOW-UP:

Follow-up includes telephone consultation as needed; response by telephone or mail to regular child progress and classroom observation reports; follow-up at the adopter site to resolve implementation problems or for training or workshops (availability of on-site follow-up depends on Resource Center funds); and a written report describing strengths, weaknesses, and recommendations for program improvement from D/D after on-site visit.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☒	☐
TRAINING	☐	☐	☒	☐
EVALUATION	☒	☐	☐	☒
CURRICULUM	☒	☐	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Bell and Howell or other carousel slide projector with tape recorder, overhead projector, and tables for display of materials are required.

TRAINING: A chalk board is needed. Singer Sets and Numbers, Sullivan Programmed Reader, and any approved curriculum in use by the district are required. D/D supplies training guides.

Adoption Agreement

	YES	NO	ADOPTER	D/D	SF	FUNDING AGENCY
			PARTIES SIGNING			
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☒	☐	☒	☒	☐	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Attend awareness presentations, participate in initial and follow-up training	X		Director, Aide
• Secure required materials, submit periodic progress reports on children's academic work			Director

Adoption Expenses

START-UP COST OR RANGE: $ ____________ PER NUMBER OF PERSONS (SPECIFY): ____________

MAINTENANCE COST OR RANGE: $ ____________ PER NUMBER OF PERSONS (SPECIFY): ____________

Staffing, teacher and aide release time for training and follow-up monitoring, and curriculum materials represent the costs of replication.

Contact

Bessie Chumley-Jones, Project Director; Indianapolis Follow Through; 901 N. Carrollton Ave.; Indianapolis, IN 46202. (312) 266-4137.

PROJECT INFORMATION SHEET

Project

INDIVIDUALIZED BILINGUAL INSTRUCTION (IBI)

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Dianne Barr-Cole	Dissemination Coordinator	100%
Louise Gustafson	Project Manager	Available as needed
Rafael Guerra	Education Coordinator	Available as needed
Correl N. (Rob) Robinson	Resource Trainer	Available as needed

Basic Features Adopter Needs To Put Into Operation

Program has seven components all of which include staff training. Adopter may choose one or two components for adoption during the first year. Components are: English oral language, Spanish oral language, English reading, Spanish reading, math, handwriting, and cultural heritage.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

Presentation includes program history; a description of each component, including staff training; evaluation information; and adoption procedures.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Training takes two days for each component, includes initial training of project staff, and introduces the local liaison person to observation and monitoring forms.

EVALUATION:

Project evaluator assists adopting districts in development of an evaluation plan. D/D trains assessment personnel in adopting district if required by this plan. In cases where the testing program used in the adopting district is compatible with D/D's, no additional testing is required. Adopter is responsible for purchasing tests and providing personnel for assessment. Responsibility for data analysis is negotiable.

FOLLOW-UP:

D/D staff make two two-day follow-up visits to adopting site, the first generally two or three months after initial training and the second three months later. Consultation by telephone and mail is always available.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☒	☐	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☒	☐	☐
CURRICULUM	☒	☒	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Carousel projector, cassette recorder, overhead projector, screen, extension cord, table for display of materials, and a pitcher of water and cup for presenter are required.

TRAINING: Only a room with chairs is required. Training includes questions and answers and role playing, so no equipment is necessary. D/D provides training materials at cost.

Adoption Agreement

	YES	NO	PARTIES SIGNING			
			ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☒	☐	☒	☒	☐	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS		
	TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
° Attend awareness session	X	X	Aides
° Determine whether program meets district's needs	X	X	
° Contact D/D		X	
° Identify adopter site liaison person	X	X	
° Sign adoption agreement, which includes schedules for training	X	X	
° Participate in initial training	X	X	Aides
° Begin program implementation	X		Aides
° Establish evaluation plan	X	X	

Adoption Expenses

START-UP COST OR RANGE: $ 400 PER NUMBER OF PERSONS (SPECIFY): 1 teacher, 1 aide, 25 students

MAINTENANCE COST OR RANGE: $ 200 PER NUMBER OF PERSONS (SPECIFY): 1 teacher, 1 aide, 25 students

Figure for start-up cost includes training and curriculum materials only. Additional funds are required to meet costs of D/D's travel and per diem from Washington state or Texas. Three visits are necessary in the first year. To figure for maintenance cost should be added costs of D/D's travel and per diem for one follow-up visit during the second year.

Contact

Dianne Barr-Cole, Dissemination Coordinator; IBI; P.O. Box 2367; Pasco, WA 99302. (509) 547-8441

TRAINERS LISTING

Project: INDIVIDUALIZED BILINGUAL INSTRUCTION (IBI)

Selection Process: Trainers meet project-specified criteria for conduct of training, observation, and monitoring for each of the seven program components.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Rosanna Contreras McAllen, TX	1976; school social worker	X	X		X	X	X	X	X	X		X
Julianne Crevatin Houston, TX	1975; former IBI trainer	X	X		X	X	X	X	X	X		X
Sue Chadwick Kennewick, WA	1980; school psychologist		X		X	X	X	X	X	X		X
Michael J. Prudhomme Pasco, WA	1980; preschool bilingual program director		X		X	X	X	X	X	X		X

PROJECT: INDIVIDUALIZED BILINGUAL INSTRUCTION (IBI)

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☐	☐	☐
ARKANSAS	☐	☐	☐
CALIFORNIA	☑	☑	☐
COLORADO	☐	☐	☐
CONNECTICUT	☐	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☐	☐	☐
GEORGIA	☐	☐	☐
HAWAII	☐	☐	☐
IDAHO	☐	☐	☐
ILLINOIS	☐	☐	☐
INDIANA	☑	☐	☐
IOWA	☐	☐	☐
KANSAS	☐	☐	☐
KENTUCKY	☐	☐	☐
LOUISIANA	☐	☐	☐
MAINE	☐	☐	☐
MARYLAND	☐	☐	☐
MASSACHUSETTS	☐	☐	☐
MICHIGAN	☐	☐	☐
MINNESOTA	☐	☐	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☐	☐	☐
MONTANA	☐	☐	☐
NEBRASKA	☐	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☐	☐	☐
NEW JERSEY	☐	☐	☐
NEW MEXICO	☐	☐	☐
NEW YORK	☐	☐	☐
NORTH CAROLINA	☐	☐	☐
NORTH DAKOTA	☐	☐	☐
OHIO	☐	☐	☐
OKLAHOMA	☐	☐	☐
OREGON	☑	☐	☐
PENNSYLVANIA	☐	☐	☐
RHODE ISLAND	☐	☐	☐
SOUTH CAROLINA	☐	☐	☐
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☐	☐	☐
TEXAS	☑	☑	☐
UTAH	☐	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☐	☐	☐
WASHINGTON	☑	☐	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☐	☐	☐
WYOMING	☐	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

INDIVIDUALIZED LANGUAGE ARTS: Diagnosis, Prescription, and Evaluation

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Jeanette Alder	Project Director	100%
Rita Exor	Trainer/Disseminator	100%
Ed Ezor	Trainer/Disseminator	40%
Ted Lane	Trainer/Disseminator	20%

Basic Features Adopter Needs To Put Into Operation

- Instruction and practice in writing is provided in all content areas as well as in language arts or English.
- Teachers conduct ongoing diagnosis of students' writing needs and prescribe techniques for meeting prioritized needs.
- Using a language-experience approach and strategies derived from linguistic theory, teachers develop Writing Checklists to remind students to apply techniques in every writing lesson.
- Students write frequently, follow checklists, and confer periodically with teachers to note personal progress and continuing needs.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

Awareness sessions are offered at requester's site or a central location by D/D or certified trainer to teachers and administrators in districts demonstrating a sincere intention to improve instruction in composition by a needs assessment or some other expression of need. Sessions include an overview of the program, a description of its essential components, and information on how the program can meet the district's needs, and the process of adoption and implementation is explained.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Training sessions are offered at adopter's site or a central location by D/D or certified trainer to teachers and administrators who have already attended an awareness session. Participants are given a general overview of the program and a description of its essential components. Training in implementation of the basic techniques in the content areas as well as in language arts or English follows the hands-on approach. Other topics include effective use of the resource manual and the linking of writing activities with reading, grammar, and oral activities. Questions are welcomed and discussion is encouraged. A filmstrip can be shown to provide a summary of the program and to review the basic techniques.

EVALUATION:

Samples of students' work are far more meaningful for evaluation of actual writing performance than results from any type of standardized test. Adopting districts are strongly encouraged to collect pre and post writing samples, preferably in October and May, from ILA classes and control groups. Such samples can be rated holistically or with a criterion-referenced system provided by the D/D to determine significance of gains. Adopter collects and analyzes data. D/D can provide technical assistance at all stages of the evaluation process.

FOLLOW-UP:

D/D and certified trainers provide follow-up services at adopter's site or a central location for one or more years after adoption, at the adopter's request. Costs are negotiated. To provide an agenda for follow-up sessions, the adopter is expected to formulate specific questions regarding implementation, adaptation, extension, or evaluation of the program. Participating teachers are encouraged to share examples and experiences.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☐	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☐	☐	☐	☐
CURRICULUM	☐	☐	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Only an overhead projector is required.

TRAINING: An overhead projector, Dukane filmstrip projector, chalkboard and chalk, paper and writing instruments, and desks or tables on which to write are required.

Adoption Agreement

	YES	NO	PARTIES SIGNING			
			ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☒	☐	☒	☒	☐	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS		
	TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Attend awareness and training session	X	X*	
• Implement program in classroom	X		
• Exchange program-related experiences and questions in periodic meetings and receive follow-up assistance when necessary	X	X	
• Monitor program in accordance with critical elements		X	
• Conduct evaluation; plan for lateral or vertical extension of program within district; adapt program to local objectives, curriculum, materials	X	X	
• Arrange for training of additional teachers		X	

*Administrator may be language arts supervisor or director of instruction

Adoption Expenses

START-UP COST OR RANGE: $ ____________ PER NUMBER OF PERSONS (SPECIFY): ____________

MAINTENANCE COST OR RANGE: $ ____________ PER NUMBER OF PERSONS (SPECIFY): ____________

Start-up costs include the manual which sells for $10, plus costs of trainees' travel and substitutes. Maintenance costs include only the usual items required in any composition program -- file folders, papers, pencils, and so forth.

Contact

Jeanette Alder, Project Director; Wilson School; Hauxhurst Ave.; Weehawken, NJ 07087. (201) 865-1506.

TRAINERS LISTING

Project: INDIVIDUALIZED LANGUAGE ARTS: Diagnosis, Prescription, and Evaluation

Selection Process: Regional turnkey trainers conduct awareness and training activities in more than one district within a given area. Experienced teachers of language arts or English with a strong commitment to the teaching of writing, attend at least two training workshops conducted by D/D staff, use the program in a regular classroom for at least six months, are monitored by D/D and SF while conducting awareness and training activities, attend periodic refresher workshops conducted by D/D staff, assist in the establishment and operations of regional satellite sites and subnetworks, monitor and evaluate adoptions in their area, and supply up-to-date information to D/D and SFs. In addition, every adopter is required as a condition of acceptance for training to designate a local turnkey trainer, generally an administrator whose regular duties include teacher observation and inservice, who works within the district to strengthen and extend implementation, conduct local monitoring, and serve as liaison between D/D and adopter.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Marilyn Lewis Huntsville, AL	Fall 1977; elementary and secondary	X	X			X	X	X	X	X		X
Elissa Lazere Phoenix, AZ	Fall 1980; elementary	X	X		X	X	X	X	X			X
Carolyn McNally New Haven, CT	Fall 1976; elementary and secondary	X	X			X	X	X	X			X
Barbara Rouse Dalton, GA	Fall 1980; elementary	X	X		X	X	X	X	X			X
Dennis Norman Portage, IN	Fall 1977; secondary	X	X			X	X	X	X			X
Leandra Uplinger Logansport, IN	Fall 1976; elementary and secondary	X	X		X	X	X	X	X	X		X
Elaine Mahone Clear Lake, IA	Fall 1977; elementary and secondary	X	X		X	X	X	X	X			X
Christine Rauscher Fort Madison, IA	Fall 1980	X	X		X	X	X	X	X			X
Bob Thomas Ottumwa, IA	Fall 1980; secondary	X	X		X	X	X	X	X			X
Barney Berube Augusta, ME		X				X	X	X	X			X
Nancy Horwitz South Berwick, ME	Fall 1978; elementary and secondary	X				X	X	X	X			X
Florence Pritchard Berlin, MD	Fall 1980; secondary	X	X		X	X	X	X	X			X
Denise Blumenthal Andover, MA	Fall 1977; elementary	X	X			X	X	X	X	X		X
John Collins Andover, MA	Fall 1976; secondary	X	X		X	X	X	X	X	X		X
Peg Luidens Kalamazoo, MI	Fall 1979; elementary and secondary	X	X		X	X	X	X	X			X
Sharon Botelle Faribault, MN	Fall 1977	X	X		X	X	X	X	X			X
Riley Hoheisel Moose Lake, MN	Fall 1977	X	X		X	X	X	X	X			X
Helen McLean St. Paul, MN	Fall 1977; elementary	X	X		X	X	X	X	X			X
Tom Prater Columbia, MO	Fall 1979	X	X		X	X	X	X	X			X
John Shaughnessy St. Louis, MO	Fall 1976	X				X	X	X	X			X

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TRAINERS LISTING (continued)

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Douglas E. Brandt Morris Plains, NJ	Fall 1978; elementary and secondary	X				X	X	X	X			X
Emily Davis Maplewood, NJ	Fall 1977; elementary	X	X			X	X	X	X	X		X
Glenna Ferrante Keyport, NJ	Fall 1977; elementary and secondary	X				X	X	X	X	X		X
Rita Gavzy East Orange, NJ	Fall 1977; elementary and secondary	X				X	X	X	X			X
Doris Low East Orange, NJ	Fall 1978; elementary and secondary	X				X	X	X	X			X
Billy McCracken Chambers Sewell, NJ	Fall 1979; elementary and secondary	X				X	X	X	X			X
Elaine Addington Victor, NY	Fall 1977; elementary and secondary	X	X		X	X	X	X	X			X
Becky Bateman Ogdensburg, NY	Fall 1978; elementary	X	X			X	X	X	X			X
Joanne Beardsley Fairport, NY	Fall 1977; elementary	X	X			X	X	X	X			X
Sandy Bockman Yorktown Heights, NY	Fall 1978; elementary and secondary	X	X		X	X	X	X	X			X
Debbie Epperson New York State	Fall 1977; elementary	X	X			X	X	X	X			X
Renee Feingold Pelhan Manor, NY	Fall 1976; elementary	X	X		X	X	X	X	X			X
Henry Heinhold Yorktown Heights, NY	Fall 1976; secondary	X				X	X	X	X			X
Marty Karsh Henrietta, NY	Fall 1977; elementary	X	X			X	X	X	X			X
Gretta Kipnis Commack, NY	Fall 1979; elementary	X	X			X	X	X	X			X
Terry Law New York State	Fall 1977; elementary	X	X			X	X	X	X			X
Lorraine Schottenfel Pearl River, NY	Fall 1979; elementary and secondary	X				X	X	X	X			X
Colleen Sullivan New York State	Fall 1977; elementary	X	X			X	X	X	X			X
Alan S. Tulin Henrietta, NY	Fall 1977; elementary	X	X			X	X	X	X			X
Barbara Bass Glenside, PA	Fall 1978; elementary and secondary	X				X	X	X	X			X
Pat Guth Perkasie, PA	Fall 1978; elementary and secondary	X	X			X	X	X	X			X
Maureen McHale Upper Merion Area, PA	Fall 1978; elementary	X	X			X	X	X	X			X
Susan Yankosky Souderton Area, PA	Fall 1978; secondary	X	X			X	X	X	X			X
Bill Green Beaumont, TX	Fall 1979; elementary	X	X		X	X	X	X	X			X
Nancy Lowe San Angelo, TX	Fall 1979; elementary	X	X		X	X	X	X	X			X

TRAINERS LISTING (continued)

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Penny Tongate Brownwood, TX	Fall 1979; elementary and secondary	X	X		X	X	X	X	X	X		X
R. L. Goodhart LaCrosse, WI	Fall 1978; elementary and secondary	X				X	X	X	X			X
Robert W. Kellner Madison, WI	Fall 1978; elementary and secondary	X				X	X	X	X			X

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES	STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☑	☐	☐	NEBRASKA	☑	☐	☐
ALASKA	☐	☐	☐	NEVADA	☑	☐	☐
ARIZONA	☑	☐	☐	NEW HAMPSHIRE	☑	☐	☑
ARKANSAS	☑	☐	☐	NEW JERSEY	☑	☑	☑
CALIFORNIA	☑	☐	☐	NEW MEXICO	☑	☐	☐
COLORADO	☐	☐	☐	NEW YORK	☑	☑	☑
CONNECTICUT	☑	☐	☐	NORTH CAROLINA	☑	☐	☐
DELAWARE	☑	☑	☐	NORTH DAKOTA	☑	☐	☐
DISTRICT OF COLUMBIA	☑	☐	☐	OHIO	☐	☐	☐
FLORIDA	☑	☐	☐	OKLAHOMA	☑	☐	☐
GEORGIA	☑	☑	☑	OREGON	☐	☐	☐
HAWAII	☑	☐	☐	PENNSYLVANIA	☑	☐	☐
IDAHO	☐	☐	☐	RHODE ISLAND	☑	☐	☐
ILLINOIS	☐	☐	☐	SOUTH CAROLINA	☑	☐	☐
INDIANA	☑	☑	☑	SOUTH DAKOTA	☐	☐	☐
IOWA	☑	☐	☐	TENNESSEE	☑	☐	☐
KANSAS	☑	☐	☐	TEXAS	☑	☐	☐
KENTUCKY	☐	☐	☐	UTAH	☐	☐	☐
LOUISIANA	☑	☐	☐	VERMONT	☑	☐	☐
MAINE	☑	☐	☑	VIRGINIA	☐	☐	☐
MARYLAND	☑	☐	☐	WASHINGTON	☑	☐	☐
MASSACHUSETTS	☑	☐	☑	WEST VIRGINIA	☐	☐	☐
MICHIGAN	☑	☐	☐	WISCONSIN	☑	☐	☐
MINNESOTA	☑	☐	☐	WYOMING	☐	☐	☐
MISSISSIPPI	☑	☐	☐	VIRGIN ISLANDS	☑	☐	☐
MISSOURI	☑	☐	☐	PUERTO RICO	☐	☐	☐
MONTANA	☑	☐	☐				

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PROJECT INFORMATION SHEET

Project

INSTITUTE FOR CREATIVE EDUCATION

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Verne Kelly	Director: supervises project operations; writes reports, proposals and additional material; conducts awareness and training sessions	100%
Monica Steinberg	Coordinator: supervises printing operations, assists with project operations, organizes and conducts training and awareness sessions, visits adopting sites	
Arlene Donnelly	Administrative Secretary: handles correspondence, telephone inquiries, filing, and updating of records	50%
Linda Ennis	Teacher: conducts awareness sessions in New Jersey	Part-time

Basic Features Adopter Needs To Put Into Operation

- Teachers are trained by D/D staff member before curriculum is released.
- Teachers use one lesson per week and adhere to the prescribed lesson format.
- Teachers follow the sequence of lessons (Level I, II, III, IV, and V) but not the specific lessons.
- District designates a coordinator for training if more than six teachers are involved in the adoption.
- District shares evaluation data with the D/D.
- District maintains close communication with D/D for monitoring and follow-up acitivites.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES ( ) 1 HOUR (X) LONGER (SPECIFY) 1-1/2 hours

Awareness sessions are divided into two equal parts. An overview of project components and involvement in some hands-on activities describing creativity and ways of fostering creativity are presented in the first half. In the second half the project-developed curriculum and ways in which the creative problem-solving process is implemented through the teacher-made D/D curriculum are explained. A sample lesson may be demonstrated with participants to show its links with a variety of curricular areas. Both teachers and administrators should attend. An awareness session may be dovetailed into the first two hours of a training session so that administrators, whole staffs, or a consortium of staff from several districts may learn about project philosophy and basic components.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Training may take place in a school or another location, such as a motel. Two-day sessions are preferred. On the first day, demonstrations, hands-on activities, and role playing are used to explain project philosophy, concepts, and processes. On the second day participatns are divided into small groups and meet in separate rooms or locations to walk through lessons from the project's curriculum. No more than 30 persons can be trained at one time. If more than 30 persons wish to be trained, two back-to-back two-day sessions must be arranged.

EVALUATION:

To duplicate the project's evaluation design, adopter uses pre- and posttests with the Torrance Test of Creative Thinking, Figural Forms A and B. A comparable control group should be tested at the same time. A scoring service is available. Data should be analyzed by a qualified evaluator familiar with the test. Adopter may also use subjective evaluation methods, such as questionnaires and forms for students, teachers, and parents. D/D has developed several such forms as well as an evaluation manual to assist adopters. Adopter may administer its own tests if proper procedures are followed.

FOLLOW-UP:

Classroom visits, retraining, and lesson development workshops are offered as follow-up activities. D/D provides as much follow-up as an adopter requests, provided that terms for meeting costs can be arranged to the satifaction of both parties.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☒	☐	☒
CURRICULUM	☒	☒	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: An overhead projector and a screen in a room that is pleasant are required, as well and pencil for each participant. D/D provides evaluation forms. D/D request a list of participants.

TRAINING: An overhead projector, a screen, a synchronized carousel slide projector and cassette tape player. Three or four rooms with chalk boards and chalk easels with newsprint pads and magic markers, or overhead projectors with blank transparencies and markers, yellow pads, pencils, miscellaneous crayons, colored pencils, and plain paper are required.

Adoption Agreement

	YES	NO		PARTIES SIGNING			
				ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐					
WILLING TO USE SF'S	☐	☐		☒	☒	☐	☐

Activities Adopter Should Undertake To Implement Program

	PARTICIPANTS		
ACTIVITY	TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Attend awareness session	X	X	Librarian, Curr. Spec.
• Participate in training	X	X	
• Pretest students; implement curriculum, lessons once a week; complete posttesting by end of May	X		
• Assist teachers and maintain constant communication with D/D and SF			Coordinator

Adoption Expenses

START-UP COST OR RANGE: $ 60-$200 PER NUMBER OF PERSONS (SPECIFY): 25 students, 1 teacher

MAINTENANCE COST OR RANGE: $ 20-$75 PER NUMBER OF PERSONS (SPECIFY): 25 students, 1 teacher

Start-up costs: training manual and curriculum for each teacher, $45; administration and training manuals for adopting district, approximately $10; substitute pay for each teacher per day of training, $35-$50; travel for two trainers, average $500 per person; food and lodging for trainers, $60 per day; consultant fee, $100 per trainer per day; Torrace Test of Creative Thinking, $10 per package (one per teacher or classroom).

Contact

Verne Kelly, Director; Institute for Creative Education; Educational Improvement Center -- South; R.D. 4; Box 209; Sewell, NJ 08080. (609) 228-6000.

TRAINERS LISTING

Project: INSTITUTE FOR CREATIVE EDUCATION

Selection Process: Trainers demonstrate outstanding teaching ability; an ability to interact easily with a wide variety of persons; a commitment to represent and maintain project concepts, philosophically and organizationally, with fidelity; and an ability to adapt to the perceived needs of persons involved. Potential certified project representatives must be trained by D/D staff at a two-day session and use the D/D project curriculum with the same class in a classroom for a minimum of 12 lessons. The D/D certifies trainers in awareness, training, evaluation, and follow-up, contingent upon participation in and assisting the project staff in awareness and training workshops, as well as implementation of the curriculum on a regular basis. No project training shall take place without a certified project representative.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
	As of June 30, 1980, D/D has no certified trainers. Some trainers should be available by June 30, 1981.											

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES	STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐	NEBRASKA	☐	☐	☐
ALASKA	☐	☐	☐	NEVADA	☐	☐	☐
ARIZONA	☐	☐	☐	NEW HAMPSHIRE	☑	☐	☐
ARKANSAS	☐	☐	☐	NEW JERSEY	☑	☑	☐
CALIFORNIA	☐	☐	☐	NEW MEXICO	☐	☐	☐
COLORADO	☐	☐	☐	NEW YORK	☐	☐	☐
CONNECTICUT	☐	☐	☐	NORTH CAROLINA	☐	☐	☐
DELAWARE	☐	☐	☐	NORTH DAKOTA	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐	OHIO	☑	☐	☐
FLORIDA	☐	☐	☐	OKLAHOMA	☐	☐	☐
GEORGIA	☐	☐	☐	OREGON	☐	☐	☐
HAWAII	☐	☐	☐	PENNSYLVANIA	☐	☐	☐
IDAHO	☐	☐	☐	RHODE ISLAND	☐	☐	☐
ILLINOIS	☐	☐	☐	SOUTH CAROLINA	☐	☐	☐
INDIANA	☐	☐	☐	SOUTH DAKOTA	☐	☐	☐
IOWA	☐	☐	☐	TENNESSEE	☑	☐	☐
KANSAS	☐	☐	☐	TEXAS	☑	☐	☐
KENTUCKY	☐	☐	☐	UTAH	☐	☐	☐
LOUISIANA	☐	☐	☐	VERMONT	☑	☐	☐
MAINE	☐	☐	☐	VIRGINIA	☑	☐	☐
MARYLAND	☐	☐	☐	WASHINGTON	☐	☐	☐
MASSACHUSETTS	☑	☐	☐	WEST VIRGINIA	☐	☐	☐
MICHIGAN	☐	☐	☐	WISCONSIN	☐	☐	☐
MINNESOTA	☐	☐	☐	WYOMING	☐	☐	☐
MISSISSIPPI	☐	☐	☐	VIRGIN ISLANDS	☐	☐	☐
MISSOURI	☐	☐	☐	PUERTO RICO	☐	☐	☐
MONTANA	☐	☐	☐				

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PROJECT INFORMATION SHEET

Project

INSTITUTE FOR POLITICAL AND LEGAL EDUCATION (IPLE)

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Katherine Wallin	Program Coordinator	100%
Louise Stern	Program Coordinator	20%
John Khanlian	Program Coordinator	20%

Basic Features Adopter Needs To Put Into Operation

- Experiential learning methods (e.g., simulations, role playing, moot courts and mock trials)
- Classroom use of community resources
- Community/school involvement (e.g., voter registration drives, polling)
- Internships
- Peer teaching
- Teacher acting as facilitator of learning experiences

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR (X) LONGER (SPECIFY) 1-1/2 hours

Presenter: one project representative, joined by an IPLE teacher and/or student where locally available. Audience: Superintendents, principals, curriculum coordinators, teachers, community leaders. (e.g., League of Women Voters, Bar Association, school board members). Topics: overview of projects, three components and their use. Format: audience participation in role playing simulations for each component. Variations: use of program in alternative settings, with gifted and talented, for mobilization of community resources.

TRAINING: ( ) 1-2 DAYS (X) 3-4 DAYS (X) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Training takes between three and five days. Presenters: D/D staff or certified trainer (two trainers needed for groups larger than 25). Participants: teachers resource persons, administrators (one day minimum), and students if funding permits. Topics: curriculum and methodology for the three program components, planning for implementation. Variations: adoption of single component, use in alternative settings (e.g., by juvenile shelter counselors).

EVALUATION:

Implementing teachers are surveyed to determine use of curriculum and methodology and levels of use of innovation. Adopter administers developed pre/posttest of students' cognitive and affective gains, collects and analyzes data, and summarizes and transmits impact information to D/D.

FOLLOW-UP:

One-day workshop for exchange of successes and concerns with teachers and, if possible, with administrators and students. Workshop may also include expanded content and additional local resources. On-site visits may be made and appropriate staff/community meetings held. Follow-up is provided as long as necessary, at cost to adopter. Costs may be shared where trip can be piggybacked on another funded trip.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☒	☐	☐
CURRICULUM	☒	☒	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Filmstrip projector, tape recorder, overhead projector, and blackboard.

TRAINING: Same equipment as for awareness, plus 16mm projector.

Adoption Agreement

	YES	NO	PARTIES SIGNING: ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☒	☐	☒	☒	☒	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS: TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Attend awareness session	X	X	Community
• Complete needs assessment	X	X	Community
• Participate in training	X	X	Community/Students
• Purchase materials	X	X	
• Develop implementation plan	X	X	
• Conduct evaluation	X	X	
• Participate in follow-up	X	X	Community

Adoption Expenses

START-UP COST OR RANGE: $ 300 PER NUMBER OF PERSONS (SPECIFY): per teacher

MAINTENANCE COST OR RANGE: $ 100 PER NUMBER OF PERSONS (SPECIFY): per teacher

Start-up cost assumes $240 for travel, per diem, and possible stipend and $60 for materials for each teacher involved. SF pays trainer's travel, per diem, and consultant fee for awareness, training, and follow-up. Maintenance cost includes local travel and possible stipend or substitute pay for teachers attending follow-up workshops. Cost of evaluation (minimal, since instruments may be locally duplicated and only summary data are requested) is assumed by adopter.

Contact

Katherine Wallin, Program Coordinator; Institute for Political and Legal Education; Educational Improvement Center South; 207 Delsea Dr. (Rte. 47): RD #4; Box 209; Sewell, NJ 08080. (609) 228-6000.

TRAINERS LISTING

Project: INSTITUTE FOR POLITICAL AND LEGAL EDUCATION (IPLE)

Selection Process: Usually, IPLE trainers are invited by D/D staff to become a project representative. On occasion, a teacher or staff facilitator may initiate the process. To qualify for IPLE certification, a trainer must: participate successfully in a three- to five-day teacher training workshop; implement a quality IPLE adoption; demonstrate outstanding ability an an IPLE teacher in local district evaluation; participate successfully in a turnkey training workshop; receive evaluation ratings of 1 or 2 on the IPLE Workshop Evaluation Scale of 1-5; and agree to provide D/D with all pertinent information on training activities including names and addresses of participants, evaluation sheets, and expense incurred.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
	All trainers will train urban/suburban/rural, small/large groups nationwide, unless otherwise specified.											
Mike Booker Valdosta, GA	1977; suburban and rural South, legal component only	X	X	X	X	X	X	X	X	X	X	X
William McElrath Forest Lake, MN	1980; midwest	X	X	X	X	X	X	X	X	X		X
Chris Owens St. Louis, MO	1980	X	X	X	X	X	X	X	X	X		X
Dennis Brodkin Monmouth Junction, NJ	1975	X	X	X	X	X	X	X	X	X	X	X
Lynn Kresge Vineland, NJ	1978	X	X	X	X	X	X	X	X	X	X	X
Robert Lindinger Woodbury, NJ	1978	X	X	X	X	X	X	X	X	X	X	X
Alan Markowitz West Orange, NJ	1977	X	X	X	X	X	X	X	X	X	X	X
Edward Munley Phillipsburg, NJ	1975	X	X	X	X	X	X	X	X	X	X	X
Gene Kava Bronx, NY	1979; strong urban, East Coast	X			X	X	X	X	X	X		X
James O. Bailey Dickinson, TX	1979; South and Southwest	X	X	X	X	X	X	X	X	X		X
Elizabeth Battle Houston, TX	1979; Texas	X				X	X	X	X		X	X
Beth Browne Willis, TX	1978; South and Southwest	X	X	X	X	X	X	X	X	X		X
James G. Curtin Houston, TX	1979; Texas	X				X	X	X	X	X	X	X
Annetta Griffith Alief, TX	1978; South and Southwest	X	X	X	X	X	X	X	X	X		X
Becky Roos Houston, TX	1979; Texas	X				X	X	X	X		X	X
Valia Smith Houston, TX	1979; Texas	X				X	X	X	X		X	X

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ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES	STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐	NEBRASKA	☐	☐	☐
ALASKA	☐	☐	☐	NEVADA	☑	☐	☐
ARIZONA	☐	☐	☐	NEW HAMPSHIRE	☑	☐	☐
ARKANSAS	☑	☐	☐	NEW JERSEY	☑	☑	☑
CALIFORNIA	☐	☐	☐	NEW MEXICO	☑	☐	☐
COLORADO	☑	☐	☐	NEW YORK	☑	☑	☑
CONNECTICUT	☐	☐	☐	NORTH CAROLINA	☑	☐	☐
DELAWARE	☐	☐	☐	NORTH DAKOTA	☐	☐	☐
DISTRICT OF COLUMBIA	☑	☐	☐	OHIO	☑	☑	☐
FLORIDA	☐	☐	☐	OKLAHOMA	☐	☐	☐
GEORGIA	☑	☑	☑	OREGON	☑	☐	☐
HAWAII	☑	☐	☐	PENNSYLVANIA	☑	☐	☐
IDAHO	☐	☐	☐	RHODE ISLAND	☑	☐	☐
ILLINOIS	☑	☑	☐	SOUTH CAROLINA	☑	☐	☐
INDIANA	☐	☐	☐	SOUTH DAKOTA	☑	☐	☐
IOWA	☑	☐	☐	TENNESSEE	☑	☐	☐
KANSAS	☑	☐	☐	TEXAS	☑	☑	☑
KENTUCKY	☑	☐	☐	UTAH	☑	☐	☐
LOUISIANA	☑	☑	☐	VERMONT	☑	☐	☐
MAINE	☑	☑	☐	VIRGINIA	☐	☐	☐
MARYLAND	☐	☐	☐	WASHINGTON	☑	☐	☐
MASSACHUSETTS	☑	☐	☐	WEST VIRGINIA	☑	☐	☐
MICHIGAN	☑	☐	☐	WISCONSIN	☑	☑	☐
MINNESOTA	☑	☐	☑	WYOMING	☐	☐	☐
MISSISSIPPI	☐	☐	☐	VIRGIN ISLANDS	☐	☐	☐
MISSOURI	☐	☐	☑	PUERTO RICO	☐	☐	☐
MONTANA	☐	☐	☐				

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PROJECT: INSTITUTE FOR POLITICAL AND LEGAL EDUCATION (IPLE)

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PROJECT INFORMATION SHEET

Project

PROJECT INSTRUCT: Instructional System for Teaching Reading Using Continuous-Progress Technology

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Carl Spencer	Director	50%
Mary Lou Merdan	Consultant	25%
Dwight Grandgenett	Consultant	5%
Sue Jorgensen	Consultant	10%
Janis Bye	Secretary	50%

Basic Features Adopter Needs To Put Into Operation

- Choose high priority student outcomes for district language skills program: teacher-set individual goals.
- Correlate instruction in basic language skills: learn basal vocabulary as instant recognition words, learn basal vocabulary as spelling words, learn to form letters simultaneously while learning recognition, begin directed learning in handwriting, composition, usage, and grammar in kindergarten.
- Implement principles of mastery instruction to prevent failure: clarity of outcomes, deductive multisensory presentation, sufficient practice, immediate feedback and error correction, teaching and reteaching until specific criteria for each outcome are met, highly specific teacher-constructed practice exercises used.
- Coordination of Title I, special education, and other special programs with classroom instruction.

(See Implementation Checklist for complete list.)

Services/Resources

AWARENESS: (X) 1/2 HOUR (X) 45 MINUTES (X) 1 HOUR (X) LONGER (SPECIFY) See below

Awareness consists of a 20-minute slide-tape presentation, with printed supplements; to be used by local districts without D/D presence, a 45-90 minute general awareness session presented by D/D staff, a 4-8-hour awareness-planning session conducted by D/D staff. Participants are introduced to the basic principles of Project INSTRUCT mastery instruction, adapting curriculum to meet the needs of the hard to teach, and correlation of language skills. In awareness-planning sessions, D/D staff assist schools in planning for installation of the program and with the program's principles and practices. D/D makes presentations at awareness conferences, but requires a presentation and planning session at the local school before training can begin.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS (X) LONGER (SPECIFY) 3-5 sessions of 1-2 days each

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

- Session I: Principles and practices of mastery model and adjusting curriculum to the "hard to teach"; choosing high-priority goals for the district; correlating with basal reader; setting targets by individual teachers; coordination of all district language skills programs
- Session II: Principles and practices of correlating instruction in language skills (reading, spelling, handwriting, composition, usage)
- Session III: Principles and practices of direct teaching--teaching the "hard to teach"
- Session IV: Review, problem identification-problem solving, monitoring
- Session V: Establishing system to monitor and record student acquisition of skills (optional)

EVALUATION:

Process evaluation--Is the program installed and operating? (adopter's program manager fills out Implementation Checklists, reports to D/D.

Outcome evaluation--What are the effects of the program? (adopter uses tests normally given in school).

Students: Standardized test data, end of section and end of book test included in basal program. Standard parametric statistics to compare INSTRUCT students with previous performance or other control groups. Teacher and parent reports to corroborate test data.

Teacher: Implementation Checklist to measure teacher change; incorporate elements of Implementation Checklist in Levels of Use format if local school desires. Local schools administer instruments; D/D staff process and interpret data, and return results to local school.

FOLLOW-UP:

Some follow-up is part of regular training, since problem identification and solving normally occur with each subsequent visit. At least one follow-up session several months after installation is complete is recommended. Most schools request additional follow-up/training in the second year, but new teachers are trained by local school staff in most cases. Local district assumes cost of follow-up services.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☒	☐
TRAINING	☒	☐	☒	☐
EVALUATION	☒	☐	☐	☒
CURRICULUM	☒	☒ (some provided by district)	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Tape-slide (Kodak), overhead projector

TRAINING: Overhead projector, chalkboard, videotape playback equipment (cassette)

Adoption Agreement

	YES	NO
SUPPLIED BY D/D	☒	☐
WILLING TO USE SF'S	☒	☐

PARTIES SIGNING

ADOPTER	D/D	SF	FUNDING AGENCY
☒	☒	☒	OK

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	PARTICIPANTS ADMINISTRATOR	PARTICIPANTS OTHER (SPECIFY)
• Attend awareness (observation visit optional)		X	
• Participate in awareness/planning session at local school	X	X	Resource teacher, Aides
• Participate in training sessions	X	X	Resource teachers
• Complete activities on program manager's checklist (support activities, evaluation, monitoring, etc.)		X	

Adoption Expenses

START-UP COST OR RANGE: $ 3,200 - $4,800* PER NUMBER OF PERSONS (SPECIFY): 30 teachers, 625 students

MAINTENANCE COST OR RANGE: $ 400-$800 PER NUMBER OF PERSONS (SPECIFY): " " " "

*does not include cost of teacher time for training

Costs may be less when coordinating with nearby district. Additional costs: awareness, planning, and training (4 sessions of 2 days each), $2,500-$3,000 depending on location. Curriculum materials provided by project at cost: $1.25 per student for first 100 students; 25¢ per each additional student and $10-60 per teacher, depending upon local decisions about constructing and reproducing materials. Evaluation: existing tests used; SF assists with data processing.

Contact

Carl Spencer; Program Services Associates; 3543 S. 75th; Lincoln, NE 68506. (402) 483-1295.

TRAINERS LISTING

Project: PROJECT INSTRUCT: Instructional System for Teaching Reading Using Continuous-Progress Technology

Selection Process: Trainers must complete training as INSTRUCT teacher, have had successful experience as INSTRUCT teacher, complete training course, participate as trainer in team with supervising D/D staff member, have had successful experience as trainer.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
	Unless otherwise indicated, all trainers have had wide experience over a long period and can adapt to any situation.											
Ralph McCreary Dahlonega, GA	1976; elementary principal	X				X	X	X	X	X		X
Tina Sue O'Quinn Blackshear, GA	1977; curriculum coordinator	X			X	X	X	X	X	X		X
Nancy Simbala Lafayette, IN	1971; Title I coordinator	X	X		X	X	X	X	X	X		X
Twyla Jagger Tarkio, MO	1978; INSTRUCT teacher		X		X	X	X	X	X	X		X
Patti Rolofson Tarkio, MO	1978; INSTRUCT teacher		X		X	X	X	X	X	X		X
Karen Stanley Lincoln, NE	1971; INSTRUCT teacher	X	X		X	X	X	X	X	X		X
Edith Hankins Greeneville, TN	1978; works best with administrators; elementary coordinator	X			X	X	X	X	X	X		X
Judy Phillips Greeneville, TN	1978; works best with administrators; Title I coordinator	X			X	X	X	X	X	X		X
	* D/D shares awareness expenses with SF when possible; adopting districts assume training expenses.											

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ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES	STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐	NEBRASKA	☑	☑	☑
ALASKA	☐	☐	☐	NEVADA	☐	☐	☐
ARIZONA	☐	☐	☐	NEW HAMPSHIRE	☐	☐	☐
ARKANSAS	☐	☐	☐	NEW JERSEY	☐	☐	☐
CALIFORNIA	☐	☐	☐	NEW MEXICO	☐	☐	☐
COLORADO	☑	☐	☐	NEW YORK	☐	☐	☐
CONNECTICUT	☐	☐	☐	NORTH CAROLINA	☐	☐	☐
DELAWARE	☐	☐	☐	NORTH DAKOTA	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐	OHIO	☐	☐	☐
FLORIDA	☑	☑	☐	OKLAHOMA	☐	☐	☐
GEORGIA	☑	☑	☐	OREGON	☑	☐	☐
HAWAII	☐	☐	☐	PENNSYLVANIA	☐	☐	☐
IDAHO	☐	☐	☐	RHODE ISLAND	☐	☐	☐
ILLINOIS	☐	☐	☐	SOUTH CAROLINA	☑	☐	☐
INDIANA	☐	☐	☐	SOUTH DAKOTA	☑	☐	☐
IOWA	☑	☐	☐	TENNESSEE	☑	☑	☑
KANSAS	☑	☐	☐	TEXAS	☑	☐	☐
KENTUCKY	☑	☐	☐	UTAH	☐	☐	☐
LOUISIANA	☑	☐	☐	VERMONT	☐	☐	☐
MAINE	☐	☐	☐	VIRGINIA	☐	☐	☐
MARYLAND	☐	☐	☐	WASHINGTON	☑	☐	☐
MASSACHUSETTS	☐	☐	☐	WEST VIRGINIA	☑	☑	☐
MICHIGAN	☐	☐	☐	WISCONSIN	☐	☐	☐
MINNESOTA	☑	☐	☐	WYOMING	☐	☐	☐
MISSISSIPPI	☐	☐	☐	VIRGIN ISLANDS	☐	☐	☐
MISSOURI	☑	☑	☑	PUERTO RICO	☐	☐	☐
MONTANA	☑	☑	☐				

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PROJECT INFORMATION SHEET

Project

INTENSIVE READING IMPROVEMENT PROGRAM (IRIP)

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Carita A. Chapman	Director, Bureau of Reading Services and IRIP	25%
Vacant	Coordinator	100%

Basic Features Adopter Needs To Put Into Operation

A reading resource teacher trained by D/D presents training units to staff, performs classroom observations and/or demonstrations and identifies students with special needs, provides or arranges services for less or more able learners, assists principal and staff with implementation of school's reading program, serves as resource person, and implements assessment procedures.

Services/Resources

AWARENESS: (X) 1/2 HOUR (X) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

Awareness, given by D/D staff, consists of a lecture with audience participation, and a filmstrip and cassette presentation. Length of awareness session varies according to adopter needs.

TRAINING: ( ) 1-2 DAYS (X) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Twenty-one training units are covered by D/D staff. Follow-up units may be adapted to meet adopter needs.

EVALUATION:

Adopter may use own evaluation forms, if approved by the D/D, or forms supplied by D/D. D/D uses Inventory of Teacher Knowledge to measure teacher gain in reading knowledge, and Standardized Reading Achievement Test to measure student gain in reading achievement. All tests are administered on a pre/post basis; D/D will perform data analysis.

FOLLOW-UP:

D/D staff provides ongoing consultation by phone or letter. On-site visits are made as funds permit.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☒	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☐	☐	☐
CURRICULUM	☐	☐	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Table, overhead projector, screen, DuKane cassette/filmstrip projector

TRAINING: Room with table, overhead projector, screen, DuKane cassette/filmstrip projector

Adoption Agreement

	YES	NO
SUPPLIED BY D/D	☒	☐
WILLING TO USE SF'S	☒	☐

PARTIES SIGNING

ADOPTER	D/D	SF	FUNDING AGENCY
☒	☒	☐	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
° Complete needs assessment, attend preservice training, present training units, implement monitoring procedures, implement evaluation procedures	X	X	
° Invite local nonpublic schools, purchase training units		X	

Adoption Expenses

START-UP COST OR RANGE: $ ____________ PER NUMBER OF PERSONS (SPECIFY): ____________

MAINTENANCE COST OR RANGE: $ ____________ PER NUMBER OF PERSONS (SPECIFY): ____________

A resource teacher freed from classroom responsibility is desirable but not necessary for an adoption. Therefore, adoption costs are training manuals for all teachers ($4.25 per manual), and salary for one resource teacher (if available).

Contact

Carita A. Chapman, Director; Bureau of Reading Services; Chicago Board of Education; 228 N. LaSalle St.; Chicago, IL 60601. (312) 641-4059.

PROJECT: INTENSIVE READING IMPROVEMENT PROGRAM (IRIP)

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES	STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐	NEBRASKA	☐	☐	☐
ALASKA	☐	☐	☐	NEVADA	☐	☐	☐
ARIZONA	☐	☐	☐	NEW HAMPSHIRE	☐	☐	☐
ARKANSAS	☐	☐	☐	NEW JERSEY	☐	☐	☐
CALIFORNIA	☐	☐	☐	NEW MEXICO	☐	☐	☐
COLORADO	☐	☐	☐	NEW YORK	☐	☐	☐
CONNECTICUT	☐	☐	☐	NORTH CAROLINA	☐	☐	☐
DELAWARE	☐	☐	☐	NORTH DAKOTA	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐	OHIO	☐	☐	☐
FLORIDA	☐	☐	☐	OKLAHOMA	☐	☐	☐
GEORGIA	☐	☐	☐	OREGON	☐	☐	☐
HAWAII	☐	☐	☐	PENNSYLVANIA	☐	☐	☐
IDAHO	☐	☐	☐	RHODE ISLAND	☐	☐	☐
ILLINOIS	☐	☐	☐	SOUTH CAROLINA	☐	☐	☐
INDIANA	☐	☐	☐	SOUTH DAKOTA	☐	☐	☐
IOWA	☐	☐	☐	TENNESSEE	☐	☐	☐
KANSAS	☐	☐	☐	TEXAS	☑	☐	☐
KENTUCKY	☐	☐	☐	UTAH	☐	☐	☐
LOUISIANA	☐	☐	☐	VERMONT	☐	☐	☐
MAINE	☐	☐	☐	VIRGINIA	☐	☐	☐
MARYLAND	☐	☐	☐	WASHINGTON	☐	☐	☐
MASSACHUSETTS	☐	☐	☐	WEST VIRGINIA	☐	☐	☐
MICHIGAN	☑	☐	☐	WISCONSIN	☐	☐	☐
MINNESOTA	☐	☐	☐	WYOMING	☐	☐	☐
MISSISSIPPI	☐	☐	☐	VIRGIN ISLANDS	☐	☐	☐
MISSOURI	☐	☐	☐	PUERTO RICO	☐	☐	☐
MONTANA	☐	☐	☐				

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PROJECT INFORMATION SHEET

Project

IRIT: Intensive Reading Instructional Teams

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Anna M. Cimochowski	Project Director: conducts awareness and training sessions, performs follow-up monitoring, provides assistance to adopters, hosts visitors to D/D sites, coordinates activities at second-generation sites, trains second-generation persons to conduct awareness sessions, and so forth	100%
	Project Secretary	50%

Basic Features Adopter Needs To Put Into Operation

Three teachers work with three equal groupings of children. Each teacher has a separate classroom or area and concentrates on one of the three reading areas -- encoding/decoding, vocabulary/comprehension, and individualized reading. Children spend roughly one hour per day with each teacher, rotating in groups from one to another. Extensive testing in each of the three reading areas is used to place children. Instruction is individualized, and detailed records are kept on each child.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

Key project features are described in a slide presentation. Overhead transparencies and a filmstrip are used to describe selection of students, rotation of students, and the necessary testing. A filmstrip-tape presents an overview of the three reading areas. A question-and-answer period and handouts complete the session. Follow-up letters are sent to all participants.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

All training is tailored to needs of adopting school district and implementing teachers. IRIT-team teachers and project director must attend entire training session. A representative of central office personnel, a Parent Advisory Council representative, and school principal(s) should attend the first day or arrange to meet with trainer at some time during training. The first day includes an overview of the project and emphasizes school-community and parent-school relationships. The second day concentrates on the three reading areas and on teaching materials, teaching activities, and testing. Training combines lecture with audiovisual presentations, small-group work, and hands-on activities.

EVALUATION:

During each 10-week cycle, adopting teachers pre- and posttest students with four instruments: a standardized reading test, a phonics survey, an informal reading inventory, and a criterion-referenced test evaluating objectives in each of the three reading areas. Adopter analyzes data. In addition, adopting teachers use Title I evaluation model A or B to evaluate each student spring to fall, or fall to fall.

FOLLOW-UP:

Follow-up is available to adopters as long as necessary. In the past, cost of on-site monitoring has been shared by D/D and SF, but it may become necessary for adopter to share some of the expense.

Compiled Summer 1980

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST		D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐		☒	☐
TRAINING	☒	☒	and/or	☒	☐
EVALUATION	☒	☐		☐	☒
CURRICULUM	☒	☐		☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Kodak Carousel slide projector, filmstrip projector with cassette tape attachment, overhead projector, and screen are required. SF provides equipment if D/D is not within driving distance.

TRAINING: Same equipment as for awareness. Adopter must also have the complete IRIT Project Information Package, one copy of the IRIT Teacher's Manual for each trainee, and notebooks, pencils, scissors, magic markers, paste or tape, old workbooks or magazine, and pieces of construction paper or tagboard for each trainee.

Adoption Agreement

	YES	NO	PARTIES SIGNING: ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☒	☐	☒	☒	☒	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS: TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
° Assess interest, needs, and readiness; submit proposal to implement IRIT model		Project Director	
° Attend training	X	Project Director	PAC Represen.
° Order materials, screen students, carry out instruction	X		
° Conduct overall evaluations		Evaluator	
° Conduct ongoing on-site monitoring each cycle		Project Director	

Adoption Expenses

START-UP COST OR RANGE: $ 7,500* PER NUMBER OF PERSONS (SPECIFY): 3 teachers, 135 students

MAINTENANCE COST OR RANGE: $ 431** PER NUMBER OF PERSONS (SPECIFY): per pupil

*Cost of all materials and equipment required. Most schools and school systems already have much of the materials and equipment needed.

**Hartford's per-pupil cost, which includes salaries of teachers and secretaries, transportation, supplies and equipment, and equipment repair.

Contact

Anna M. Cimochowski; Dissemination Project Director; 42 Charter Oak Ave., Room 32; Hartford, CT 06106.
(203) 566-6627.

TRAINERS LISTING

Project: IRIT: Intensive Reading Instructional Teams

Selection Process: Persons certified to present awareness sessions have implemented the IRIT model at an adoption site in their own district, worked with D/D for one full year, and assisted D/D in two or more awareness sessions. Persons certified to host visitors at demonstration sites have operated an adoption site in their own district for one full year, submitted all monitoring and evaluation forms to D/D, and received one satisfactory on-site monitoring visit from D/D. Persons certified as trainers have met the preceding requirements and assisted D/D in two or more training sessions.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Alma Nolen Hayti, MO	Winter 1980; certified to host visitors during summer only.	X				X	X	X	X	X		X
Tillie Chavez Albuquerque, NM	Winter 1980; Albuquerque Public Schools, Areas East Office	X				X	X	X	X	X		X
Mary Jane Quintana Albuquerque, NM	Winter 1980; CAR Coordinator, Albuquerque Public Schools; certified to host visitors at one site.	X				X	X	X	X	X		X
Robert Brown Oklahoma City, OK	1973; Assistant Coordinator, Reading Clinic, Oklahoma City Public Schools; original IRIT adoption site; Oklahoma City sites are certified to host visitors.	X				X	X	X	X	X		X
Patricia Draper Courtland, VA	Winter 1980; Project Director, Southhampton County Schools; certified to host visitors and present awareness sessions.	X				X	X	X	X	X		X

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☐	☐	☐
ARKANSAS	☐	☐	☐
CALIFORNIA	☐	☐	☐
COLORADO	☐	☐	☐
CONNECTICUT	☑	☑	☑
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☐	☐	☐
GEORGIA	☐	☐	☐
HAWAII	☐	☐	☐
IDAHO	☐	☐	☐
ILLINOIS	☐	☐	☐
INDIANA	☑	☐	☐
IOWA	☐	☐	☐
KANSAS	☐	☐	☐
KENTUCKY	☐	☐	☐
LOUISIANA	☑	☐	☐
MAINE	☐	☐	☐
MARYLAND	☐	☐	☐
MASSACHUSETTS	☐	☐	☐
MICHIGAN	☑	☐	☐
MINNESOTA	☐	☐	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☑	☑	☐
MONTANA	☐	☐	☐
NEBRASKA	☐	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☐	☐	☐
NEW JERSEY	☐	☐	☐
NEW MEXICO	☑	☑	☐
NEW YORK	☑	☐	☐
NORTH CAROLINA	☐	☐	☐
NORTH DAKOTA	☐	☐	☐
OHIO	☐	☐	☐
OKLAHOMA	☑	☑	☐
OREGON	☐	☐	☐
PENNSYLVANIA	☐	☐	☐
RHODE ISLAND	☐	☐	☐
SOUTH CAROLINA	☐	☐	☐
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☐	☐	☐
TEXAS	☐	☐	☐
UTAH	☐	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☑	☑	☑
WASHINGTON	☐	☐	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☐	☐	☐
WYOMING	☐	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

ISIS: Individualized Science Instructional System Dissemination Project

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Stewart Darrow	Director/Dissemination Unit	
Ernest Burkman	Coordinator	
Phyllis Sommers	Coordinator	

Basic Features Adopter Needs To Put Into Operation

In a minimum adoption, the adopter obtains and uses at least one module, and implementing teachers direct their teaching toward the objectives specified for that module. In an ideal adoption, the adopter meets with an ISIS representative to determine needs, obtains student and teacher editions of modules and Managing ISIS, provides two days of training for teachers, and uses ISIS tests to measure student gains; an ISIS representative monitors the program.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES ( ) 1 HOUR (X) LONGER (SPECIFY) Varies

Length of awareness session varies. Topics include the background, purpose, development, and documented effectiveness of ISIS; components and functions of the ISIS system; teaching methods that can be used with ISIS materials (whole class, small-group, individualized); and adoption requirements, costs, and availability.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

The ISIS resource-consultant closest to adopter site conducts training session. Topics include the background, purpose, development, and documented effectiveness of ISIS; components and functions of the ISIS system; determination of the most appropriate teaching method (whole class, small-group, individualized); construction of pre- and posttests; group and individual teacher plans for implementation; and resolution of implementation problems. Hands-on experience in the use of ISIS materials is provided.

EVALUATION:

Evaluation uses objective-referenced tests constructed and administered by adopting teachers to measure student gains. Data are analyzed by the adopter.

FOLLOW-UP:

In an ideal adoption, the ISIS resource-consultant who conducts training also monitors the effectiveness of program implementation.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☒	☒	☒
TRAINING	☒	☒	☐	☐
EVALUATION	☐	☐	☐	☐
CURRICULUM	☒	☐	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Kodak carousel slide projector, overhead projector, easel stand, and blackboard are required. D/D can supply in some cases.

TRAINING: Same equipment as for awareness. Adopter needs the teacher's annotated edition of each module to be taught.

Adoption Agreement

			PARTIES SIGNING			
	YES	NO	ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D*	☐	☐				
WILLING TO USE SF'S*	☐	☐	☐	☐	☐	☐

*Negotiable

Activities Adopter Should Undertake To Implement Program

	PARTICIPANTS		
ACTIVITY	TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
° Attend awareness session	X	X	
° Determine curriculum needs	X	X	
° Select teaching method	X	X	
° Attend training session(s)	X		
° Obtain materials in quantities required by teaching method chosen	X		
° Conduct student evaluation	X		

Adoption Expenses

START-UP COST OR RANGE: $ varies PER NUMBER OF PERSONS (SPECIFY): ______

MAINTENANCE COST OR RANGE: $ varies PER NUMBER OF PERSONS (SPECIFY): ______

Cost is determined by teaching method and minicourse titles selected. Awareness and training costs are negotiable.

Contact

ISIS Dissemination Project; Educational Services Consortium, Inc.; P.O. Box 3792; Tallahassee, FL 32303. (904) 386-3176.

TRAINERS LISTING

Project: ISIS: Individualized Science Instructional System Dissemination Project

Selection Process: ISIS trainers were associated with developmental field testing or they have taught with ISIS materials.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
	Contact D/D for trainer in your area.	X	X	X	X	X	X	X	X	X		X

PROJECT: ISIS: Individualized Science Instructional System Dissemination Project

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ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☑	☐	☐
ALASKA	☑	☐	☐
ARIZONA	☑	☐	☐
ARKANSAS	☑	☐	☐
CALIFORNIA	☑	☐	☐
COLORADO	☑	☐	☐
CONNECTICUT	☑	☐	☐
DELAWARE	☑	☐	☐
DISTRICT OF COLUMBIA	☑	☐	☐
FLORIDA	☑	☐	☐
GEORGIA	☑	☐	☐
HAWAII	☑	☐	☐
IDAHO	☑	☐	☐
ILLINOIS	☑	☐	☐
INDIANA	☑	☐	☐
IOWA	☑	☐	☐
KANSAS	☑	☐	☐
KENTUCKY	☑	☐	☐
LOUISIANA	☑	☐	☐
MAINE	☑	☐	☐
MARYLAND	☑	☐	☐
MASSACHUSETTS	☑	☐	☐
MICHIGAN	☑	☐	☐
MINNESOTA	☑	☐	☐
MISSISSIPPI	☑	☐	☐
MISSOURI	☑	☐	☐
MONTANA	☑	☐	☐
NEBRASKA	☑	☐	☐
NEVADA	☑	☐	☐
NEW HAMPSHIRE	☑	☐	☐
NEW JERSEY	☑	☐	☐
NEW MEXICO	☑	☐	☐
NEW YORK	☑	☐	☐
NORTH CAROLINA	☑	☐	☐
NORTH DAKOTA	☑	☐	☐
OHIO	☑	☐	☐
OKLAHOMA	☑	☐	☐
OREGON	☑	☐	☐
PENNSYLVANIA	☑	☐	☐
RHODE ISLAND	☑	☐	☐
SOUTH CAROLINA	☑	☐	☐
SOUTH DAKOTA	☑	☐	☐
TENNESSEE	☑	☐	☐
TEXAS	☑	☐	☐
UTAH	☑	☐	☐
VERMONT	☑	☐	☐
VIRGINIA	☑	☐	☐
WASHINGTON	☑	☐	☐
WEST VIRGINIA	☑	☐	☐
WISCONSIN	☑	☐	☐
WYOMING	☑	☐	☐
VIRGIN ISLANDS	☑	☐	☐
PUERTO RICO	☑	☐	☐

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PROJECT INFORMATION SHEET

Project

KANSAS CITY FOLLOW THROUGH PROJECT: Resource Center

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Mattie G. Story	Project Director	50%
Ruth Washington	Resource Center Coordinator	100%
John Nicol	Public Relations Specialist	100%
Delores Ewing	Staff Trainer for Adoptions	100%
Dorothy Davidson	Secretary/Public Relations Assistant	100%

Basic Features Adopter Needs To Put Into Operation

- Small-group instruction with teacher and aide in classroom
- Pre/post assessment
- Motivational system
- Contingency contracting
- Children working at individual rates
- Emphasis on basic skills

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES ( ) 1 HOUR (X) LONGER (SPECIFY) 1-3/4 hours

- General overview with overhead transparencies
- Demonstration (if children are available)
- Questions and answers
- Handouts and evaluation

TRAINING: ( ) 1-2 DAYS (X) 3-4 DAYS (X) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Training objectives are identified and training planned for each adopter. Training includes these topics: implementing a motivational system for giving each child positive reinforcement that will encourage working to full potential, methodology and techniques for teaching basic skills, and implementing a child progress and monitoring system that allows the teacher to be sure each child is progressing at maximum speed. Training is for teachers, aides, volunteers, and administrators and takes place in classrooms. D/D provides training materials. Teachers are trained to use existing curriculum materials, although the Sullivan programmed reading materials are preferred because of their individualized format.

EVALUATION:

Pre/posttesting is preferred. Adopter may use own standardized or criterion-referenced tests or those provided by SF. Trainer works with adopter on how to make use of tests that are readily available and assists initially in administering tests. A hard progress monitoring system is required, but represents no cost to adopter. D/D is responsible for analyzing test data.

FOLLOW-UP:

Follow-up services are provided at no cost to adopter. Each adopter's trainer monitors the adoption monthly for at least one year. Most follow-up training is conducted in classrooms. The trainer observes teacher behavior, makes necessary suggestions for improvement, and works with children demonstrating desired behavior.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☐
TRAINING	☒	☐	☒	☐
EVALUATION	☒	☐	☐	☒
CURRICULUM	☒	☐	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Overhead projector, screen; must be provided by adopter or SF.

TRAINING: Training materials are provided by D/D.

Adoption Agreement

	YES	NO		PARTIES SIGNING		
			ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☒	☐	☒	☒	☒	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Attend awareness sessions, participate in initial and			
follow-up training, implement inservice training program			
at no cost to adopter	X	X	Aide
• Secure required materials (existing curriculum materials			
may be used)	X		Aide
• Administer pretest		X	

Adoption Expenses

START-UP COST OR RANGE: $ minimal PER NUMBER OF PERSONS (SPECIFY):

MAINTENANCE COST OR RANGE: $ can be negotiated PER NUMBER OF PERSONS (SPECIFY):

Existing curriculum material can be used, and a repertoire of interesting activities is advised in order for children to be able to make selections. A teacher and at least one aide or volunteer needed.

Contact

Mattie G. Story, Project Director; 1600 E. Linwood Blvd.; Kansas City, MO 64109. (816) 923-2290.

PROJECT INFORMATION SHEET

Project

PROJECT KARE (Knowledgeable Action to Restore our Environment)

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Matthew M. Hickey	Director	25%
Jeffrey R. Clark	Environmental Studies Specialist	100%
Alan D. Sexton	Assistant Director	75%
Janet H. Gift	Secretary	25%
Rick Tully	Environmental Studies Specialist	10%

Basic Features Adopter Needs To Put Into Operation

Engage students in a local environmental studies program consisting of learning activities that focus on real environmental concerns. This "down-and-dirty" approach requires that students gather and analyze data on air, water, soil, and land contamination, with special emphasis on problems related to humans.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

Teachers and administrators receive information on the development of KARE, adopter activities, training activities, adoption obligations, and available KARE materials. A 16mm film shows adopters in action, slides taken during training illustrate workshops, and awareness materials available. The session is informal and geared to answer questions.

TRAINING: ( ) 1-2 DAYS (X) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

KARE staff organize trainees into teams of teachers, administrators, students, and community people to identify local environmental concerns, devise plans for environmental studies programs, participate in activities prescribed for the plans, develop evaluation strategies, and receive sets of KARE curriculum guides. A room with a sink and running water is desirable.

EVALUATION:

Trainees select evaluation strategies suitable to their environmental studies programs. Student cognitive testing, student attitude testing, student skills mastery, anecdotal records, and teacher behavioral growth may be selected. Instruments are provided by KARE, administered by the adopter, and scored and analyzed by KARE.

FOLLOW-UP:

Follow-up usually consists of reports submitted by the adopter and site visits by KARE staff which is scheduled for six months after training. Costs for follow-up are negotiated and itemized in the adoption agreement.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☒	☐
TRAINING	☐	☒	☐	☐
EVALUATION	☒	☐	☒	☐
CURRICULUM	☒	☒	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: 16mm film projector and Kodak carousel slide projector

TRAINING: Same as for awareness, plus equipment brought to site by the trainers.

Adoption Agreement

	YES	NO	ADOPTER	D/D	SF	FUNDING AGENCY
			PARTIES SIGNING			
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☒	☐	☒	☒	☒	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Attend awareness session	X	X	
• Attend presession, conduct Community Environmental Concerns Survey, participate in three-day workshop, receive follow-up visits			Community Person and Students
• Administer pre/posttest program			Contact Person

Adoption Expenses

START-UP COST OR RANGE: $ 0-$3,000 PER NUMBER OF PERSONS (SPECIFY): 5-15 teachers

MAINTENANCE COST OR RANGE: $ 0-$500 per year PER NUMBER OF PERSONS (SPECIFY): 5-15 teachers

Costs are computed by building, estimating that five to 15 teachers may be trained per building. Costs are for training and teaching equipment used by adopting personnel.

Contact

Matthew M. Hickey, Director; Project KARE; Montgomery County Intermediate Unit #23; McGinnis Building; Route 73 and Bulter Pike; Blue Bell, PA 19422. (215) 643-7600.

TRAINERS LISTING

Project: PROJECT KARE (Knowledgeable Action to Restore our Environment)

Selection Process: Trainers must have participated in a KARE training workshop, operated a successful environmental studies program, served as a co-trainer with KARE staff, and had experience with evaluation activities and follow-up procedures.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
	None of the trainers are salaried under D/D project grant. Sponsoring agencies should negotiate all travel costs.											
Peggy Cowan Savannah, GA	1978; environmental specialist at Oatland Island, Savannah, Georgia; can serve eastern Georgia and South Carolina	X	X	X	X	X	X	X	X	X		X
Tim Toy Grand Island, NY	1978; science teacher and environmental program director; can serve upstate New York	X	X	X	X	X	X	X	X	X		X
Jean McGregor Leicester, NC	1976; college professor, museum director, and nature center assistant director; can serve anywhere	X	X	X	X	X	X	X	X	X		X
James Bullock Turbotville, PA	1978; environmental education program director and high school science teacher; can serve central Pennsylvania	X	X	X	X	X	X	X	X	X		X
William Mock Central City, PA	1979; high school science teacher; can serve central Pennsylvania	X	X	X	X	X	X	X	X	X		X
Chris Reese Penfield, PA	1976; environmental education at a state park and former KARE environmental studies specialist; can serve anywhere	X	X	X	X	X	X	X	X	X		X
Rodger Travis Albion, PA	1978; secondary teacher and environmental program director; can serve northeastern Ohio and western Pennsylvania	X	X	X	X	X	X	X	X	X		X
Charles T. Young Philadelphia, PA	1976; middle school science teacher and former KARE staff person; can serve eastern United States	X	X	X	X	X	X	X	X	X		X
James Boyce Cold Spring, TX	1977; high school science teacher; can serve east Texas	X	X	X	X	X	X	X	X	X		X
Michael Lord Round Rock, TX	1977; middle school principal and science teacher; can serve Austin, Texas area	X	X	X	X	X	X	X	X	X		X
Donald Perkins Houston, TX	1976; environmental studies program director and elementary teacher; can serve Houston, Texas area	X	X	X	X	X	X	X	X	X		X
Johnnie Reeves San Angelo, TX	1978; high school principal and science teacher; can serve central Texas	X	X	X	X	X	X	X	X	X		X
Everett Youngblood Huntsville, TX	1977; curriculum director and science specialist; can serve Texas and southwest	X	X	X	X	X	X	X	X	X		X

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PROJECT: PROJECT KARE (Knowledgeable Action to Restore our Environment)

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ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☐	☐	☐
ARKANSAS	☐	☐	☐
CALIFORNIA	☑	☐	☐
COLORADO	☐	☐	☐
CONNECTICUT	☐	☐	☐
DELAWARE	☑	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☑	☐	☐
GEORGIA	☑	☐	☐
HAWAII	☐	☐	☐
IDAHO	☐	☐	☐
ILLINOIS	☐	☐	☐
INDIANA	☑	☐	☐
IOWA	☐	☐	☐
KANSAS	☐	☐	☐
KENTUCKY	☐	☐	☐
LOUISIANA	☐	☐	☐
MAINE	☑	☑	☐
MARYLAND	☑	☐	☐
MASSACHUSETTS	☑	☐	☐
MICHIGAN	☐	☐	☐
MINNESOTA	☑	☐	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☐	☐	☐
MONTANA	☐	☐	☐
NEBRASKA	☐	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☑	☐	☐
NEW JERSEY	☐	☐	☐
NEW MEXICO	☐	☐	☐
NEW YORK	☑	☑	☑
NORTH CAROLINA	☐	☐	☐
NORTH DAKOTA	☑	☐	☐
OHIO	☑	☑	☑
OKLAHOMA	☐	☐	☐
OREGON	☑	☐	☐
PENNSYLVANIA	☑	☑	☑
RHODE ISLAND	☐	☐	☐
SOUTH CAROLINA	☑	☐	☐
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☑	☑	☑
TEXAS	☑	☑	☑
UTAH	☐	☐	☐
VERMONT	☑	☐	☐
VIRGINIA	☐	☐	☐
WASHINGTON	☐	☐	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☑	☐	☐
WYOMING	☐	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

KENOSHA MODEL: Academic Improvement Through Language Experience

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Tom Zuhlke	Program Director	5%
Marvin Kellerman	Dissemination Specialist	50%
Marybeth VanLanduyt	Dissemination Specialist	50%

Basic Features Adopter Needs To Put Into Operation

- Staff commitment to the language experience approach
- Utilization of management system materials developed by the parent project
- Adherence to position descriptions and performance responsibilities obtained in Kenosha Model Training Manual
- Continuing staff inservice
- Parent involvement
- Community liaison function
- Individualized instruction using language experience approach
- Pre- and postassessment

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

A lecture/demonstration format is used to present program philosophy and rationale. Examples of student work are included. Transparencies are used to present essential management features of the parent project. An open forum follows.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Staff and other personnel of adopting district are taken through the processes and procedures described in the training manual, which includes sections on philosophy, project staff positions, implementation materials, language experience plans, and community participation. Adopting staff have an opportunity to develop language experience plans appropriate to local needs. Space and conditions depend on the number of participants involved in adoption.

EVALUATION:

Program-developed instrumentation for student assessment is used to collect data annually. Adopter analyzes data and submits analysis together with results of testing with adopter's standardized test to D/D. Since most adopters are Title I funded, the generation of such information is mandated. Pre and posttests are administered and analyzed by adopters.

FOLLOW-UP:

At least one monitoring visit is made during the first year, at the adopter's expense. Phone and letter consultation is available for as long as necessary. Mutual sharing of successful language experiences is encouraged.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☒	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☐	☐	☐
CURRICULUM	☒	☐	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: SF or requester provides overhead projector and screen.

TRAINING: SF or requester provides 3/4-inch videotape cassette player, 16mm projector, Kodak Carousel slide projector, overhead projector, and screen.

Adoption Agreement

	YES	NO
SUPPLIED BY D/D	☒	☐
WILLING TO USE SF'S	☐	☒

PARTIES SIGNING

ADOPTER	D/D	SF	FUNDING AGENCY
☒	☒	☒	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	PARTICIPANTS ADMINISTRATOR	PARTICIPANTS OTHER (SPECIFY)
• Attend awareness presentation	X	X	Decision Maker
• Express a commitment to language experience approach, participate in initial and follow-up training, utilize materials and management system developed by D/D	X	X	Aides
• Administer and analyze pre- and posttests	X	X	
• Document ongoing staff inservice		X	
• Develop a community liaison function	X	X	Aides
• Submit annual evaluation information and successful language experience plans	X	X	

Adoption Expenses

START-UP COST OR RANGE: $ 10 PER NUMBER OF PERSONS (SPECIFY): per child

MAINTENANCE COST OR RANGE: $ 10 PER NUMBER OF PERSONS (SPECIFY): per child

Adopter and/or SF provides travel, meals, and lodging for initial training and monitoring. Each participant in training requires a manual, $25; the first two copies are provided free.

Contact

Tom Zuhlke, Program Director; Kenosha Unified School District; 812 50th St.; Kenosha, WI 53140. (414) 656-6380.

PROJECT: KENOSHA MODEL: Academic Improvement Through Language Experience

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES	STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐	NEBRASKA	☐	☐	☐
ALASKA	☐	☐	☐	NEVADA	☐	☐	☐
ARIZONA	☑	☐	☐	NEW HAMPSHIRE	☐	☐	☐
ARKANSAS	☐	☐	☐	NEW JERSEY	☐	☐	☐
CALIFORNIA	☐	☐	☐	NEW MEXICO	☑	☐	☐
COLORADO	☐	☐	☐	NEW YORK	☐	☐	☐
CONNECTICUT	☐	☐	☐	NORTH CAROLINA	☐	☐	☐
DELAWARE	☐	☐	☐	NORTH DAKOTA	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐	OHIO	☐	☐	☐
FLORIDA	☐	☐	☐	OKLAHOMA	☐	☐	☐
GEORGIA	☐	☐	☐	OREGON	☐	☐	☐
HAWAII	☑	☐	☐	PENNSYLVANIA	☐	☐	☐
IDAHO	☐	☐	☐	RHODE ISLAND	☐	☐	☐
ILLINOIS	☐	☐	☐	SOUTH CAROLINA	☐	☐	☐
INDIANA	☑	☐	☐	SOUTH DAKOTA	☐	☐	☐
IOWA	☐	☐	☐	TENNESSEE	☐	☐	☐
KANSAS	☐	☐	☐	TEXAS	☐	☐	☐
KENTUCKY	☐	☐	☐	UTAH	☐	☐	☐
LOUISIANA	☐	☐	☐	VERMONT	☐	☐	☐
MAINE	☐	☐	☐	VIRGINIA	☐	☐	☐
MARYLAND	☐	☐	☐	WASHINGTON	☐	☐	☐
MASSACHUSETTS	☐	☐	☐	WEST VIRGINIA	☐	☐	☐
MICHIGAN	☐	☐	☐	WISCONSIN	☑	☐	☐
MINNESOTA	☐	☐	☐	WYOMING	☐	☐	☐
MISSISSIPPI	☐	☐	☐	VIRGIN ISLANDS	☐	☐	☐
MISSOURI	☐	☐	☐	PUERTO RICO	☐	☐	☐
MONTANA	☐	☐	☐				

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PROJECT INFORMATION SHEET

Project

LAW IN A CHANGING SOCIETY (LCS)

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Lanette Sullivan	Analyst--Program Director: directs all project activities; disseminates information; conducts teacher and follow-up training for local, state, and national phases of program	25%
Sharon Cole	Secretary: assists Program Director in disseminating information, duplicating materials training sessions, and preparing materials for all phases of project activities; as office manager maintains fiscal records, provides secretarial services	50%

Basic Features Adopter Needs To Put Into Operation

- Local project coordinator provides on-site assistance to classroom teachers implementing the program.
- Classroom teachers use project-developed materials and the strategies recommended and described in the LCS Handbook of Strategies.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

Awareness presentation uses lecture and discussion to provide an overview of the program's nature and purpose and to describe the levels and content of instructional units. Participants receive an information packet containing a description of the program, an annotated list of instructional units, and sample activities. Audience participate in a selected activity demonstrating program content and methodology. Appropriate for administrators, and teachers alike, presentation can be varied for other educators on request.

TRAINING: ( ) 1-2 DAYS ( ) 3-4 DAYS (X) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Implementing teachers and project coordinator attend training, which takes from three to six days, depending on the number and level of programs to be installed. Workshops are divided between instruction in substantive law and program methodology. Videotape is used to present the legal information that is the core of classroom units. Videotape presentation includes built-in stops to allow workshop leaders to demonstrate activities from relevant classroom unit. Between 10 and 25 teachers, preferably teaching the same course or grade level, can be trained at one time. Under special circumstances, a multilevel workshop can be arranged.

EVALUATION:

Teacher inventory forms and project coordinator reporting forms provided by D/D are used to assess effectiveness of training and follow-up activities and status of program adoption at adopter site. Adopter completes forms, which are analyzed by D/D. Forms developed by the SF or the adopter may be used if they are compatible with program methodology and content. Such nationally validated tests as the National Assessment of Educational Progress Citizenship can be used if SF or adopter so desires; in such cases, SF or adopter is responsible for collecting and analyzing data.

FOLLOW-UP:

Program Director works closely with adopter to measure progress during first year of implementation. On-site visits for consultation or supplementary training are available if necessary. D/D covers travel costs subject to availability of funds. After the first year, consultant services and technical assistance are available as required to ensure a quality adoption.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☒	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☐	☒	☐
CURRICULUM	☒	☐	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Only an overhead projector is needed.

TRAINING: Videotape player and monitor, 16mm projector, sound filmstrip projector, overhead projector, large room, and tables and chairs arranged in a U shape are required. Adopter reproduces workshop consumables for participants from a master set provided by D/D.

Adoption Agreement

	YES	NO
SUPPLIED BY D/D	☒	☐
WILLING TO USE SF'S	☒	☐

PARTIES SIGNING

ADOPTER	D/D	SF	FUNDING AGENCY
☒	☒	☐	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
* Identify project coordinator and teachers to participate in training and help D/D locate information needed to adapt workshop and curriculum to adopter's state law		X	
* Attend initial training and all follow-up sessions	X		Project Coordinator
* Secure required materials, provide services to teachers implementing program, establish a community support system, maintain contact with D/D staff			Project Coordinator
* Conduct evaluation	X		Project Coordinator

Adoption Expenses

START-UP COST OR RANGE: $ 300 PER NUMBER OF PERSONS (SPECIFY): per teacher

MAINTENANCE COST OR RANGE: $ 35 PER NUMBER OF PERSONS (SPECIFY): per teacher

Figures include costs of teacher training (substitute pay or teacher stipends and workshop consumables) and classroom materials (instructional units, duplicating, and audiovisual materials). D/D funds and staff time for conducting teacher training are limited; SF or adopter may have to meet cost of D/D's travel, meals, and lodging and provide an honorarium for workshop consultant.

Contact

Lanette Sullivan, Director; Law in a Changing Society; 3700 Ross Ave.; Dallas, TX 75204. (214) 421-0206 or 426-2966.

TRAINERS LISTING

Project: LAW IN A CHANGING SOCIETY (LCS)

Selection Process: Trainers must participate in a trainer workshop conducted by present or former members of D/D staff and also must have conducted trainer workshops in their own school district or region. Certified evaluators have designed instrumentation, administered tests and analyzed data on project effectiveness in Texas.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
	All trainers can train teachers and administrators in any setting; grade levels are specified.											
Zoe Carter Midland, TX	Summer 1975; grades 7-8	X	X		X	X	X	X	X	X		X
Cathy Cave Austin, TX	Summer 1977; high school	X	X		X	X	X	X	X	X		X
Margaret Caylor Garland, TX	Summer 1973; elementary	X	X		X	X	X	X	X	X		X
Jon Denton College Station, TX	Summer 1975; elementary and secondary			X		X	X	X	X	X		X
Ann Fallin Austin, TX	Summer 1977; grades 7-8	X	X		X	X	X	X	X	X		X
Marsha Gray Dallas, TX	Summer 1973; grades 8-12	X	X		X	X	X	X	X	X		X
Jackie Harrison Dallas, TX	Summer 1977; secondary	X	X		X	X	X	X	X	X		X
James Kracht College Station, TX	Summer 1975; elementary and secondary			X		X	X	X	X	X		X
Frank Leonard Austin, TX	Summer 1977; high school	X	X		X	X	X	X	X	X		X
Marsha Lyons Austin, TX	Summer 1977; middle school	X	X		X	X	X	X	X	X		X
Ellen Oates Austin, TX	Spring 1977; upper elementary	X	X		X	X	X	X	X	X		X
Charlotte Smith Huntsville, TX	Summer 1977; elementary and secondary	X	X		X	X	X	X	X	X		X
Nancy Solana Dallas, TX	Summer 1973; elementary, secondary, and postsecondary	X	X		X	X	X	X	X	X		X
Shirley Whitfield Dallas, TX	Summer 1977; elementary	X	X		X	X	X	X	X	X		X

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PROJECT: LAW IN A CHANGING SOCIETY (LCS)

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ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES	STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐	NEBRASKA	☐	☐	☐
ALASKA	☐	☐	☐	NEVADA	☐	☐	☐
ARIZONA	☐	☐	☐	NEW HAMPSHIRE	☐	☐	☐
ARKANSAS	☐	☐	☐	NEW JERSEY	☐	☐	☐
CALIFORNIA	☐	☐	☐	NEW MEXICO	☐	☐	☐
COLORADO	☐	☐	☐	NEW YORK	☐	☐	☐
CONNECTICUT	☐	☐	☐	NORTH CAROLINA	☐	☐	☐
DELAWARE	☐	☐	☐	NORTH DAKOTA	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐	OHIO	☐	☐	☐
FLORIDA	☐	☐	☐	OKLAHOMA	☐	☐	☐
GEORGIA	☐	☐	☐	OREGON	☐	☐	☐
HAWAII	☐	☐	☐	PENNSYLVANIA	☐	☐	☐
IDAHO	☐	☐	☐	RHODE ISLAND	☐	☐	☐
ILLINOIS	☐	☐	☐	SOUTH CAROLINA	☐	☐	☐
INDIANA	☐	☐	☐	SOUTH DAKOTA	☐	☐	☐
IOWA	☐	☐	☐	TENNESSEE	☐	☐	☐
KANSAS	☐	☐	☐	TEXAS	☑	☑	☑
KENTUCKY	☐	☐	☐	UTAH	☐	☐	☐
LOUISIANA	☐	☐	☐	VERMONT	☐	☐	☐
MAINE	☐	☐	☐	VIRGINIA	☐	☐	☐
MARYLAND	☐	☐	☐	WASHINGTON	☐	☐	☐
MASSACHUSETTS	☐	☐	☐	WEST VIRGINIA	☐	☐	☐
MICHIGAN	☐	☐	☐	WISCONSIN	☐	☐	☐
MINNESOTA	☐	☐	☐	WYOMING	☐	☐	☐
MISSISSIPPI	☐	☐	☐	VIRGIN ISLANDS	☐	☐	☐
MISSOURI	☐	☐	☐	PUERTO RICO	☐	☐	☐
MONTANA	☐	☐	☐				

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PROJECT INFORMATION SHEET

Project

LEARNCYCLE: Responsive Teaching

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Hilde Weisert	Director	60%

Basic Features Adopter Needs To Put Into Operation

- Application of Learncycle problem-solving method in one or more of the following ways: by teacher, to behavior(s) of one or more students; by student(s), to behavior of peers or teachers or self; by consultants, to behavior of students or teachers
- Implementation should support mainstreaming objectives

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

During a 20- to 25-minute program overview with overhead transparencies, the audience completes a preliminary needs-resource assessment relating Learncycle to their settings. There is a 10-minute simulation if audience is made up of teachers, 10- to 15-minute question-and-answer session, and 15-minute "next step" (adoption grant guidelines, etc.). The perspective of the presentation varies with the audience (whether teachers, administrators, consultants, mixed). A room with blackboard is needed.

TRAINING: ( ) 1-2 DAYS (X) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

For regular or special education teachers: three days for the five-step Learncycle problem-solving method, learning theory principles and tools to change behavior, sample applications to individual students, common behavior problems, whole class objectives. Trainees participate in simulations, microteaching, and task groups, and each develops a plan for application to his own setting. The emphasis varies with the group. Pretraining planning with D/D is essential and extensive. For consultants and turnkey candidates: five days that include all of the above, plus application of the problem-solving method to the whole system (Behavior Analysis Mainstream and Model) for improvement of mainstreaming, consulting, training strategies and alternatives.

EVALUATION:

Student behavior change is assessed by pre/post implementation of project-developed discrepancy rating, completed by teacher. Implementation is assessed by brief status report and program checklist on essential elements. D/D conducts analysis.

FOLLOW-UP:

Recommended: one adopter site visit by D/D trainer three to 12 months after implementation begins. Adopter conducts bimonthly meetings following D/D-supplied agenda; bimonthly telephone follow-up with adopter designated liaison. All participants may call D/D for telephone consultation at any time. Length: minimum one year; maximum, as long as necessary. Costs are shared.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☐	☒	☐
CURRICULUM	☐	☐	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Overhead projector, blackboard; host must provide equipment.

TRAINING: Same as for awareness, plus teacher's manual for each participant, and trainer's manual, if consultant-trainer conducts workshop.

Adoption Agreement

	YES	NO
SUPPLIED BY D/D	☒	☐
WILLING TO USE SF'S	☒	☐

PARTIES SIGNING

ADOPTER	D/D	SF	FUNDING AGENCY
☒	☒	☒	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Attend awareness session	X	X	Consultants
• Conduct preadoption planning (an increasingly essential activity; includes pretraining questionnaires from all prospective participants and extensive information from adopter liaison) on adopter needs, resources, realities	X	X	Special Ed. Key Personnel
• Attend training	X	X	Consultants
• Conduct pre/post implementation evaluation (q.v.)	X	X	Consultants
• Answer follow-up (q.v.)	X	X	Consultants

Adoption Expenses

START-UP COST OR RANGE: $ 120/teacher PER NUMBER OF PERSONS (SPECIFY): 20 teachers (average)

MAINTENANCE COST OR RANGE: $ 25/yr./teacher PER NUMBER OF PERSONS (SPECIFY): 20 teachers

Start-up includes training (including three days released time [teacher]), training materials, average implementation cost.

Maintenance: little or no cost (it is a process not a product) except shared site-visit costs; usually adopter or SF assumes cost of travel and expenses and some training materials; D/D provides time and remaining materials.

Contact

Hilde Weisert, Project Director; Learncycle; Box 274; Teaneck, NJ 07666. (201) 833-0588.

PROJECT: LEARNCYCLE: Responsive Teaching

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ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☐	☐	☐
ARKANSAS	☐	☐	☐
CALIFORNIA	☐	☐	☐
COLORADO	☐	☐	☐
CONNECTICUT	☐	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☐	☐	☐
GEORGIA	☐	☐	☐
HAWAII	☐	☐	☐
IDAHO	☐	☐	☐
ILLINOIS	☑	☐	☐
INDIANA	☐	☐	☐
IOWA	☐	☐	☐
KANSAS	☑	☐	☐
KENTUCKY	☐	☐	☐
LOUISIANA	☐	☐	☐
MAINE	☐	☐	☐
MARYLAND	☐	☐	☐
MASSACHUSETTS	☐	☐	☐
MICHIGAN	☐	☐	☐
MINNESOTA	☐	☐	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☑	☐	☐
MONTANA	☐	☐	☐
NEBRASKA	☑	☑	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☐	☐	☐
NEW JERSEY	☐	☑	☑
NEW MEXICO	☐	☐	☐
NEW YORK	☑	☐	☐
NORTH CAROLINA	☐	☐	☐
NORTH DAKOTA	☐	☐	☐
OHIO	☐	☐	☐
OKLAHOMA	☐	☐	☐
OREGON	☑	☐	☐
PENNSYLVANIA	☐	☐	☐
RHODE ISLAND	☐	☐	☐
SOUTH CAROLINA	☐	☐	☐
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☐	☐	☐
TEXAS	☐	☐	☐
UTAH	☐	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☐	☐	☐
WASHINGTON	☐	☐	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☐	☐	☐
WYOMING	☐	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

LEARNING TO READ BY READING

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Philip K. Glossa	Project Director	60%
Orval S. Hillman	Project Director	60%

Basic Features Adopter Needs To Put Into Operation

Small-group or individualized monitored oral reading, students engaged in read-along activity, pre/posttesting conducted, evidence that students are engaged in or have completed the cued reading materials, evidence of enthusiastic student and teacher acceptance of materials and methods, progress records kept of student participation.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES ( ) 1 HOUR (X) LONGER (SPECIFY) 1-1/2 hours

Administrators and teachers may be involved. Symbols approach explained and read-along materials demonstrated. Audience participates in learning and applying symbols. Time for question-and-answer period needed. Various handout and sample materials provided by D/D.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Adopter may train at D/D site, if preferred. All persons to be involved in adoption process should/may attend. Training encompasses understanding and application of symbols and use and preparation of Read-along materials. Ordinary classroom where audio-visual equipment can be used will suffice. All trainees are actively involved and are tested to ensure that necessary skills have been acquired.

EVALUATION:

Student gains should be recorded in terms of grade placement scores. Gates-McGinitie or other standardized tests that yield G.P.L. are required. Periodic testing is preferred rather than only single pre/post. Either SF or D/D evaluation forms may be used. Adopter must do testing. Adopter or SF must do data analysis.

FOLLOW-UP:

Follow-up services provided by D/D or certified trainer over project life (costs negotiated).

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☐
TRAINING	☒	☐	☒	☐
EVALUATION	☒	☐	☐	☒
CURRICULUM	☒	☐	☒ part	☒ balance

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Overhead and filmstrip projectors and cassette tape recorder. Dukane unit preferred.

TRAINING: Same as above.

Adoption Agreement

	YES	NO	ADOPTER	D/D	SF	FUNDING AGENCY
			PARTIES SIGNING			
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☒	☐	☒	☒	☒	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Attend awareness	X	X	Aides
• Conduct needs assessment	X	X	Curriculum Committee
• Secure required materials		X	Business Office
• Attend training (preservice)	X		Aides
• Select students and administer pretests	X	X	
• Participate in follow-up training	X	X	Aides
• Administer posttest and file evaluation reports. (Posttesting should be carried out at least three weeks before end of year.)	X	X	

Adoption Expenses

START-UP COST OR RANGE: $ 22 PER NUMBER OF PERSONS (SPECIFY): per student

MAINTENANCE COST OR RANGE: $ 2.50 PER NUMBER OF PERSONS (SPECIFY): per student per year

Start-up cost based on one remedial classroom of 15 students per period over five-period day: 5x15x22 = $1,650. New student workbooks are needed each fall.

Contact

Philip K. Glossa, Director, 18 N. Banner Dr.; Sonora, CA 95370. (209) 532-3556. Orval S. Hillman, Director; Reading Learning Center; P.O. Box 778; Jamestown, CA 95327. (209) 984-5741.

TRAINERS LISTING

Project: LEARNING TO READ BY READING

Selection Process: Trainers must have a minimum of one-year successful operation of program, specialized training by D/D staff, evidence of enthusiasm for the program, assurance of administrative and other necessary support at trainer site, willingness to accept technical assistance and ongoing evaluation of overall effort, maintain consistent communication with D/D for updated training technique, reporting, and other assistance.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Brad Kiick Clinton, IL	Fall 1977; all training conditions acceptable; could travel out of state on weekends, vacation periods, etc.	X	X	X	X	X	X	X	X	X		X
Jim Schoonover Great Bend, KS	Spring 1978; all conditions acceptable.	X	X	X	X	X	X	X	X	X		X
Sue Popish Wales, ME	Fall 1979; all conditions acceptable.	X	X	X	X	X	X	X	X		X	X
Virginia Brugg Omaha, NE	Spring 1978; all conditions acceptable.	X	X	X	X	X	X	X	X		X	X
Nar Lintz Knoxville, TN	Summer 1980; all conditions acceptable.	X	X	X	X	X	X	X	X	X		X

PROJECT: LEARNING TO READ BY READING

74-5

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES	STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐	NEBRASKA	☑	☑	☑
ALASKA	☐	☐	☐	NEVADA	☐	☐	☐
ARIZONA	☐	☐	☐	NEW HAMPSHIRE	☐	☐	☐
ARKANSAS	☑	☑	☐	NEW JERSEY	☐	☐	☐
CALIFORNIA	☑	☑	☐	NEW MEXICO	☐	☐	☐
COLORADO	☑	☑	☐	NEW YORK	☑	☑	☐
CONNECTICUT	☐	☐	☐	NORTH CAROLINA	☑	☐	☐
DELAWARE	☐	☐	☐	NORTH DAKOTA	☑	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐	OHIO	☑	☑	☐
FLORIDA	☐	☐	☐	OKLAHOMA	☑	☐	☐
GEORGIA	☑	☐	☐	OREGON	☑	☑	☐
HAWAII	☐	☐	☐	PENNSYLVANIA	☐	☐	☐
IDAHO	☐	☐	☐	RHODE ISLAND	☐	☐	☐
ILLINOIS	☑	☑	☑	SOUTH CAROLINA	☐	☐	☐
INDIANA	☑	☐	☐	SOUTH DAKOTA	☐	☐	☐
IOWA	☑	☐	☐	TENNESSEE	☑	☑	☑
KANSAS	☑	☑	☑	TEXAS	☐	☐	☐
KENTUCKY	☐	☐	☐	UTAH	☐	☐	☐
LOUISIANA	☐	☐	☐	VERMONT	☐	☐	☐
MAINE	☑	☑	☑	VIRGINIA	☐	☐	☐
MARYLAND	☐	☐	☐	WASHINGTON	☐	☐	☐
MASSACHUSETTS	☑	☐	☐	WEST VIRGINIA	☐	☐	☐
MICHIGAN	☑	☐	☐	WISCONSIN	☐	☐	☐
MINNESOTA	☐	☐	☐	WYOMING	☑	☐	☐
MISSISSIPPI	☐	☐	☐	VIRGIN ISLANDS	☐	☐	☐
MISSOURI	☑	☐	☐	PUERTO RICO	☐	☐	☐
MONTANA	☑	☑	☐	PIRMASENS, GERMANY	✓		

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PROJECT INFORMATION SHEET

Project

LEFLORE COUNTY (MISSISSIPPI) FOLLOW THROUGH RESOURCE CENTER

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Robert Pickett	Project Director	25%
Linda Brower	Resource Center Coordinator	100%
To be hired	Demonstrator	100%
Janet Crenshaw	Secretary	100%

Basic Features Adopter Needs To Put Into Operation

Teacher aide and teacher present in classroom, small-group instruction, individualized instruction, rooms arranged in learning centers, area for large-group instruction, and daily routine of small-group time, large-group time, and the Plan/Work/Represent/Evaluate sequence.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

Resource Center Coordinator discusses the instruction and/or parent-involvement components of the program, depending on the audience, using posters and filmstrips.

TRAINING: ( ) 1-2 DAYS ( ) 3-4 DAYS (X) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

The Coordinator and Demonstrator offer training in room arrangement, setting up a daily routine, large- and small-group instructional periods, the Plan/Work/Represent/Evaluate sequence, and developing an effective parent program. Training may be held in a classroom or a similar setting. Training can be limited to one component.

EVALUATION:

CAT or a nationally validated test used by the adopter's district should be used as posttest evaluation. The adopter is responsible for administering the test. The D/D analyzes the data.

FOLLOW-UP:

Resource Center staff visit the adopter three times to observe the program in operation, provide additional training if necessary, fill out the implementation checklist to assess the degree of program implementation, and consult with adopting staff. These follow-up visits are made up to one year after adoption at no cost to adopter.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☐	☐
TRAINING	☒	☐	☒	☐
EVALUATION	☒	☐	☐	☒
CURRICULUM	☒	☐	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Singer Instructor II filmstrip projector is provided by D/D.

TRAINING: All training materials are provided by D/D.

Adoption Agreement

	YES	NO	ADOPTER	D/D	SF	FUNDING AGENCY
			PARTIES SIGNING			
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☐	☒	☒	☒	☒	☒

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Attend an awareness session	X	X	Director of Instruction
• Participate in initial and follow-up training	X		
• Administer posttest	X		
• Secure required materials	X	X	Director of Instruction

Adoption Expenses

START-UP COST OR RANGE: $ ________ PER NUMBER OF PERSONS (SPECIFY): ________

MAINTENANCE COST OR RANGE: $ ________ PER NUMBER OF PERSONS (SPECIFY): ________

Cost depends on local salary schedules (one teacher and one aide are required per classroom) and whatever materials are available at the adopting site. Evaluation materials must be purchased by the adopter as well as one set of printed materials ($50) from the High/Scope Foundation for $50. D/D assumes training costs.

Contact

Robert Pickett, or Linda Brower; Educational Service Building; Hi-way 82 West; Greenwood, MS 38930.
(601) 453-4819 or 455-4107.

PROJECT: LEFLORE COUNTY (MISSISSIPPI) FOLLOW THROUGH RESOURCE CENTER

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES	STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐	NEBRASKA	☐	☐	☐
ALASKA	☐	☐	☐	NEVADA	☐	☐	☐
ARIZONA	☐	☐	☐	NEW HAMPSHIRE	☐	☐	☐
ARKANSAS	☑	☐	☐	NEW JERSEY	☐	☐	☐
CALIFORNIA	☐	☐	☐	NEW MEXICO	☐	☐	☐
COLORADO	☐	☐	☐	NEW YORK	☐	☐	☐
CONNECTICUT	☐	☐	☐	NORTH CAROLINA	☐	☐	☐
DELAWARE	☐	☐	☐	NORTH DAKOTA	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐	OHIO	☐	☐	☐
FLORIDA	☐	☐	☐	OKLAHOMA	☐	☐	☐
GEORGIA	☐	☐	☐	OREGON	☐	☐	☐
HAWAII	☐	☐	☐	PENNSYLVANIA	☐	☐	☐
IDAHO	☐	☐	☐	RHODE ISLAND	☐	☐	☐
ILLINOIS	☐	☐	☐	SOUTH CAROLINA	☐	☐	☐
INDIANA	☐	☐	☐	SOUTH DAKOTA	☐	☐	☐
IOWA	☐	☐	☐	TENNESSEE	☐	☐	☐
KANSAS	☐	☐	☐	TEXAS	☐	☐	☐
KENTUCKY	☐	☐	☐	UTAH	☐	☐	☐
LOUISIANA	☐	☐	☐	VERMONT	☐	☐	☐
MAINE	☐	☐	☐	VIRGINIA	☐	☐	☐
MARYLAND	☐	☐	☐	WASHINGTON	☐	☐	☐
MASSACHUSETTS	☐	☐	☐	WEST VIRGINIA	☐	☐	☐
MICHIGAN	☐	☐	☐	WISCONSIN	☐	☐	☐
MINNESOTA	☐	☐	☐	WYOMING	☐	☐	☐
MISSISSIPPI	☐	☐	☐	VIRGIN ISLANDS	☐	☐	☐
MISSOURI	☐	☐	☐	PUERTO RICO	☐	☐	☐
MONTANA	☐	☐	☐				

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PROJECT INFORMATION SHEET

Project

MARC: Multisensory Approach to Reading and Reading Readiness Curriculum

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Annie Ruth Perryman	Manager	100%
Joan Harell	Secretary	100%

Basic Features Adopter Needs To Put Into Operation

- A phonetic linguistic reading program providing beginning readers with a firm foundation in basic reading skills, which emphasizes sequential skill development and multisensory techniques in project-developed classroom materials and intensive teacher training program.
- Diagnostic/prescriptive approach and learning center classroom environment are utilized in small-group instruction.
- Classroom materials teach letters and sounds at the readiness level; the reading series focuses on decoding, word attack, comprehension, and vocabulary skills.
- Teacher training program emphasizes use of multisensory techniques in the teaching of reading and project-developed classroom management system.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

Awareness presentations deal with project history, statistical data, essential characteristics, program components, curriculum development, potential user groups, and adoption procedures and costs. Length of presentation can be varied, and presentations can be tailored to particular audiences. Since materials are as vital to the MARC program as teaching techniques, materials are presented at every awareness presentation.

TRAINING: ( ) 1-2 DAYS (X) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Training sessions last between one and three days, depending on the expertise of trainees, the grade levels involved, and the extent of program intervention. Topics covered include project materials, program philosophy, multisensory techniques, techniques for teaching reading, diagnosis and evaluation, classroom games and activities, and learning centers. Administrators who attend training can also be trained to conduct inservice for their staff. Two or three days of follow-up inservice are recommended.

EVALUATION:

Adopters evaluate student change using standardized tests or project-developed criterion measures. Kindergarten can be evaluated after one year of implementation and first grade after two. Adopter obtains and administers tests.

FOLLOW-UP:

During the follow-up observation visit, a checklist is used to determine the degree to which program components are being used and the success of program implementation. There is also a self-evaluation checklist for use by teachers to determine individual strengths and weaknesses. Assessments are based on these checklists and personal observations by the administrators, and follow-up training is offered by D/D staff. Usually, one to two days are enough. Adopter assumes cost of D/D's travel and per diem.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☒	☐
TRAINING	☒	☐	☐	☒
EVALUATION	☒	☐	☐	☒
CURRICULUM	☒	☐	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: SF or requester supplies overhead projector and at least one display table.

TRAINING: SF or requester supplies overhead projector, tape recorder, chalkboard, MARC instructional materials, and such teacher supplies as magic markers, rulers, scissors, posterboard, index cards, and file folders.

Adoption Agreement

	YES	NO	PARTIES SIGNING: ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☒	☐	☒	☒	☒	☐

Activities Adopter Should Undertake To Implement Program

	PARTICIPANTS		
ACTIVITY	TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Attend awareness	X	X	Aides or Parents
• Conduct needs assessment and obtain materials	X	X	
• Participate in training	X	X	Aides or Parents
• Receive technical assistance	X	X	
• Receive observational visit and evaluation follow-up	X		
• Conduct monitoring	X	X	

Adoption Expenses

	K	Grade 1		
START-UP COST OR RANGE:	$ 170.49	$418.07	PER NUMBER OF PERSONS (SPECIFY):	25 students, 1 teacher
MAINTENANCE COST OR RANGE:	$ 125.55	$275.45	PER NUMBER OF PERSONS (SPECIFY):	25 students, 1 teacher

Cost of materials and maintenance varies with number of classrooms or students involved in adoption. Costs can be minimized by using fewer consumables, sharing manuals, or cross grouping students during the reading period. There are no consultant or technical fees for training. SF or adopter assumes cost of trainer's travel and per diem.

Contact

Annie Ruth Perryman, Director; Project MARC; P.O. Box 98; Crawfordville, FL 32327. (904) 926-7909.

PROJECT: MARC: Multisensory Approach to Reading and Reading Readiness Curriculum

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES	STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐	NEBRASKA	☐	☐	☐
ALASKA	☐	☐	☐	NEVADA	☐	☐	☐
ARIZONA	☐	☐	☐	NEW HAMPSHIRE	☐	☐	☐
ARKANSAS	☐	☐	☐	NEW JERSEY	☐	☐	☐
CALIFORNIA	☐	☐	☐	NEW MEXICO	☐	☐	☐
COLORADO	☐	☐	☐	NEW YORK	☐	☐	☐
CONNECTICUT	☐	☐	☐	NORTH CAROLINA	☐	☐	☐
DELAWARE	☐	☐	☐	NORTH DAKOTA	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐	OHIO	☐	☐	☐
FLORIDA	☑	☑	☐	OKLAHOMA	☐	☐	☐
GEORGIA	☑	☑	☐	OREGON	☐	☐	☐
HAWAII	☐	☐	☐	PENNSYLVANIA	☐	☐	☐
IDAHO	☐	☐	☐	RHODE ISLAND	☐	☐	☐
ILLINOIS	☐	☐	☐	SOUTH CAROLINA	☐	☐	☐
INDIANA	☐	☐	☐	SOUTH DAKOTA	☐	☐	☐
IOWA	☐	☐	☐	TENNESSEE	☐	☐	☐
KANSAS	☐	☐	☐	TEXAS	☐	☐	☐
KENTUCKY	☐	☐	☐	UTAH	☐	☐	☐
LOUISIANA	☐	☐	☐	VERMONT	☐	☐	☐
MAINE	☐	☐	☐	VIRGINIA	☐	☐	☐
MARYLAND	☐	☐	☐	WASHINGTON	☐	☐	☐
MASSACHUSETTS	☐	☐	☐	WEST VIRGINIA	☐	☐	☐
MICHIGAN	☐	☐	☐	WISCONSIN	☐	☐	☐
MINNESOTA	☐	☐	☐	WYOMING	☐	☐	☐
MISSISSIPPI	☐	☐	☐	VIRGIN ISLANDS	☐	☐	☐
MISSOURI	☐	☐	☐	PUERTO RICO	☐	☐	☐
MONTANA	☐	☐	☐				

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PROJECT INFORMATION SHEET

Project

MATCHING ATTITUDES AND TALENTS TO CAREER HORIZONS (MATCH)

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Darvel Allred	Project Specialist: directs the project	100%
Mary Basford	Secretary: provides secretarial support and ships materials	100%

Basic Features Adopter Needs To Put Into Operation

- Provide professional instruction for a defined career education program based on D/D's formats, including skill continuum, curriculum units, games, and special programs
- Use D/D-developed materials to sustain the program
- Administer D/D-developed pre- and posttests to participating students, following D/D's evaluation design
- Provide D/D with one-page annual report outlining student gains, extent of use of MATCH materials, and plans for future use

Awareness presentation uses a lecture setting and 16-minute

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (x) 1 HOUR ( ) LONGER (SPECIFY) 1-1/2 hours preferred

Awareness presentation uses a lecture setting and 16-minute filmstrip to give an overview of the project and its development; explain D/D's definition of career education; explain D/D's approach to infusion of career education into regular classroom content; tell how to acquire what D/D has to offer, whether it be one item, many items, or a full adoption; and disclose costs for requester's area. The numerous project-developed materials are passed around for inspection by all. Each participant receives a free basic awareness brochure and a free Material Sample Packet.

TRAINING: (x) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Training takes place in a workshop situation, with participants at tables or desks, and includes a history and overview of the project; the D/D's definition of career education; a thorough review of project-developed materials, including what is available, options for use, and hands-on samplers; training in the infusion process; and personal and group goal setting and lesson planning. All participants outline a year's program for themselves and submit a copy to the site coordinator. Participants may represent several or all grades K-8, and training is tailored to the particular audience.

EVALUATION:

Adopter administers project-developed multiple-choice tests pre and post. There are four different tests, for grades K-1, 2-3, 4-6, and 7-8. Adopter must administer tests to at least one class at every grade level involved in adoption. D/D can score tests but prefers that adopter do so, report results, and help D/D to explain the results. Between 18 and 24 weeks must elapse between pre- and posttests. Results are measured in a raw score average mean gain and compared to experimental and control students at the parent project; adopters do not select and test their own control group unless they want to.

FOLLOW-UP:

For the first year of adoption, on-site follow-up visits are preferred, but not required. Follow-up can answer teachers' and administrators' questions, evaluate status of adoption, provide limited inservice training, plan for end-of-year testing and reporting, and plan for succeeding years of operation. During 1980-81, D/D can provide follow-up services only on a cost-reimbursement basis. Out-of-state adopters pay no consultant fee. Follow-up visits will be coupled back-to-back with visits to neighboring states to reduce costs.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☒	☐	☐
CURRICULUM	☒	☒	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Requester supplies filmstrip projector, cassette audiotape player, overhead projector, and display table.

TRAINING: Adopter supplies filmstrip projector, cassette audiotape player, overhead projector, and two display tables; a videotape cassette or reel-to-reel player and a monitor are desirable. Adopter must have a complete set of MATCH materials and supply participants with duplicate copies of the Terminal Performance Objectives (22 pages).

Adoption Agreement

	YES	NO
SUPPLIED BY D/D	☒	☐
WILLING TO USE SF'S	☐	☐

PARTIES SIGNING

ADOPTER	D/D	SF	FUNDING AGENCY
☒	☒	☐	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Attend awareness	Optional	X	
• Obtain a complete set (K-8) of MATCH materials and sign adoption agreement		X	
• Receive two-day initial training	X	X	
• Duplicate materials needed by teachers		X	Coordinator
• Arrange for one-day follow-up visit	X	X	Coordinator
• Administer 45-minute pretest to at least one class per grade level, teach MATCH materials for 18-24 weeks, administer 45-minute posttest	X		Coordinator
• Submit one-page end-of-year report		X	Coordinator

Adoption Expenses

START-UP COST OR RANGE: $ 1,400-$7,000 PER NUMBER OF PERSONS (SPECIFY): 10-40 teachers

MAINTENANCE COST OR RANGE: $ 1 PER NUMBER OF PERSONS (SPECIFY): per pupil

	10 tchrs/1 schl near California	20 tchrs/1 schl Midwest	20 tchrs/2 schls Midwest	40 tchrs/2 schls Eastern Seaboard
One complete set of MATCH materials per school	325 - 400	325 - 400	650 - 800	650 - 800
Duplication of MATCH materials	150 - 250	200 - 300	300 - 400	400 - 600
Trainer's costs for initial training*	250 - 300	400 - 550	400 - 550	900 - 1200
Trainer's costs for follow-up inservice	125 - 200	200 - 300	200 - 300	450 - 600
Release time for participating teachers	350 - 450	700 - 900	700 - 900	1400 - 1600
Clerical help	100 - 200	100 - 200	150 - 250	200 - 300
Optional materials and training	100 - 1000	200 - 1200	300 - 1500	400 - 1500
TOTALS	$1400 - 2850	2125 - 3850	2700 - 4700	4400 - 6900

Contact

Darvel Allred, Project Specialist; Ontario-Montclair School District; 950 W. "D" St.; P.O. Box 313; Ontario, CA 91761. (714) 983-7412 or -9501, ext. 235.

**No consultant fees for first two adoptions in any state. Groups larger than 20 require two trainers. MATCH will pass the savings on to the adopters in any back-to-back coupling of visits.

TRAINERS LISTING

Project: MATCHING ATTITUDES AND TALENTS TO CAREER HORIZONS (MATCH)

Selection Process: Trainers must have taken part in a successful adoption as a teacher or coordinator, be highly recommended as a potential trainer, receive approval from D/D staff, sign a mutual agreement with their regular employer and D/D, receive training from D/D staff, and possess a trainer's kit and certificate.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Norm Steinaker Ontario, CA	Fall 1977; administered program during development and first two years of dissemination; will operate in any setting at any level.	X	X	X	X	X	*	X	X	X		X
Various Junior High School Teachers Ontario, CA	Fall 1979; have taught in the program and coauthored materials; will operate in any setting but specialize in grades 7-8.	X	X		X	X	*	X	X	X		X
Various Elementary Teachers Ontario, CA	Fall 1979; have taught in the program and coauthored materials; will operate in any setting but specialize in grades K-6 and in Simutown.	X	X		X	X	*	X	X	X		X
Anita Sandidge Mt. Pleasant, TX	Fall 1979; has administered successful adoptions in her region; will operate within Texas Region VIII at any grade level K-8.	X	X	X	X	negotiable					X	X
Doris West Ft. Worth, TX	Fall 1979; has administered successful adoptions in her region; will operate within Texas Region XI at any grade level K-8.	X	X	X	X	negotiable					X	X

* Honorarium only for training and follow-up.

PROJECT: MATCHING ATTITUDES AND TALENTS TO CAREER HORIZONS (MATCH)

77-S

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☐	☐	☐
ARKANSAS	☐	☐	☐
CALIFORNIA	☑	☑	☐
COLORADO	☐	☐	☐
CONNECTICUT	☐	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☐	☐	☐
GEORGIA	☑	☐	☐
HAWAII	☐	☐	☐
IDAHO	☑	☐	☐
ILLINOIS	☑	☐	☐
INDIANA	☑	☐	☐
IOWA	☐	☐	☐
KANSAS	☐	☐	☐
KENTUCKY	☐	☐	☐
LOUISIANA	☐	☐	☐
MAINE	☐	☐	☐
MARYLAND	☐	☐	☐
MASSACHUSETTS	☐	☐	☐
MICHIGAN	☑	☐	☐
MINNESOTA	☐	☐	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☐	☐	☐
MONTANA	☑	☐	☐
NEBRASKA	☑	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☐	☐	☐
NEW JERSEY	☐	☐	☐
NEW MEXICO	☑	☐	☐
NEW YORK	☐	☐	☐
NORTH CAROLINA	☐	☐	☐
NORTH DAKOTA	☐	☐	☐
OHIO	☐	☐	☐
OKLAHOMA	☑	☐	☐
OREGON	☐	☐	☐
PENNSYLVANIA	☐	☐	☐
RHODE ISLAND	☐	☐	☐
SOUTH CAROLINA	☐	☐	☐
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☐	☐	☐
TEXAS	☑	☐	☑
UTAH	☐	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☐	☐	☐
WASHINGTON	☑	☐	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☐	☐	☐
WYOMING	☐	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

MATTESON FOUR-DIMENSIONAL READING PROGRAM

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Allan Dornseif	Director	20%
Martha Carr	Diffusion Facilitator	100%

Basic Features Adopter Needs To Put Into Operation

- Students work from five to 12 learning cards in each nine-week period.
- Testing program is used in connection with learning cards.
- Teacher employs at least three other methods listed in teacher's guide on a regular basis.

Services/Resources

AWARENESS: ( ) 1/2 HOUR (X) 45 MINUTES ( ) 1 HOUR ( ) LONGER (SPECIFY)

Length of session can be adapted to specific situation. Presentation includes a description of the originating school district and the circumstances that prompted program development and a description of the program. A 14-page brochure containing samples of program materials is used with the audience. If more time is available, the presentation can also include general reading techniques useful to classroom teachers.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

For teachers in rural areas who have little opportunity for inservice in training the teaching of reading, we offer a three-day training program which includes background on recent developments in reading theory and instruction. This background is presumed for those participating in the two-day training.

Training includes program operation and logistics, setting up the individual classroom, reading motivation techniques, use of the cloze procedure, calculating students' reading expectancy, and evaluation.

EVALUATION:

Evaluation is based on reading expectancy, which is measured by a modification of the Bond-Tinker formula. This score is compared to actual achievement as measured by any standardized reading comprehension test. For districts that cannot give an IQ test, an alternative is available. A project developed reading attitude test is also used. Adopter conducts all testing. D/D provides forms and formulas, and adopter completes data analysis. If testing has been recent, adopter does posttest only.

FOLLOW-UP:

An on-site follow-up visit is supplied by agreement one to two months into program implementation. D/D visits classrooms, discusses concerns, observes students, makes recommendations. Visit lasts less than one day. Adopter assumes all costs.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☒ Negotiable	☐	☐
TRAINING	☒	☐	☒	☐
EVALUATION	☒	☐	☐	☐
CURRICULUM	☒	☒	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: No audiovisual equipment is required.

TRAINING: No audiovisual equipment is required. Adopter needs training guide and one set of D/D-produced materials, which are also required for program implementation.

Adoption Agreement

	YES	NO	PARTIES SIGNING: ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☒	☐	☒	☒	☐	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS: TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
*Attend awareness	X	X	
*Participate in training and follow-up	X	X	Reading Specialist
*Conduct evaluation activities	X		Contact Person

Adoption Expenses

START-UP COST OR RANGE: $ 650 PER NUMBER OF PERSONS (SPECIFY): 1 to 6 classes

MAINTENANCE COST OR RANGE: $ 0 PER NUMBER OF PERSONS (SPECIFY):

Start-up cost is based on cost of one set of D/D-produced materials and commercial reading texts. Actual cost depends on number of books adopter has to purchase. Each class requires one set but a set can be shared by two self-contained classrooms. In departmentalized settings where one teacher teaches as many as six classes, the one set may be used by all.

Contact

Allan Dornseif, or Martha Carr; Matteson School District 162; 21244 Illinois St.; Matteson, IL 60443.
(312) 748-0100.

PROJECT: MATTESON FOUR-DIMENSIONAL READING PROGRAM

78-S

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☑	☐	☐
ARKANSAS	☑	☐	☐
CALIFORNIA	☐	☐	☐
COLORADO	☐	☐	☐
CONNECTICUT	☐	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☐	☐	☐
GEORGIA	☐	☐	☐
HAWAII	☐	☐	☐
IDAHO	☐	☐	☐
ILLINOIS	☑	☐	☐
INDIANA	☐	☐	☐
IOWA	☐	☐	☐
KANSAS	☐	☐	☐
KENTUCKY	☐	☐	☐
LOUISIANA	☐	☐	☐
MAINE	☐	☐	☐
MARYLAND	☐	☐	☐
MASSACHUSETTS	☐	☐	☐
MICHIGAN	☑	☐	☐
MINNESOTA	☐	☐	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☑	☐	☐
MONTANA	☐	☐	☐
NEBRASKA	☑	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☐	☐	☐
NEW JERSEY	☐	☐	☐
NEW MEXICO	☐	☐	☐
NEW YORK	☐	☐	☐
NORTH CAROLINA	☑	☐	☐
NORTH DAKOTA	☐	☐	☐
OHIO	☑	☐	☐
OKLAHOMA	☑	☐	☐
OREGON	☐	☐	☐
PENNSYLVANIA	☑	☐	☐
RHODE ISLAND	☐	☐	☐
SOUTH CAROLINA	☐	☐	☐
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☐	☐	☐
TEXAS	☑	☐	☐
UTAH	☐	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☐	☐	☐
WASHINGTON	☐	☐	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☐	☐	☐
WYOMING	☐	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

MCHP/VIP: Mother-Child Home Program of the Verbal Interaction Project

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Naomi Feldheim	Director, Demonstration Center	80%
Cindy Bugglin	Secretary	80%
Phyllis Levenstein	Executive Director	20%

Basic Features Adopter Needs To Put Into Operation

- Home-based program for low-income, low educational level families, with voluntary parent participation and no cost to family.
- Children enter program at age 2.
- Adopter's program supervisor has B.A. and is trained by D/D.
- Toy demonstrators trained and supervised by adopter's program supervisor.
- D/D or D/D-approved materials given to families.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES ( ) 1 HOUR (X) LONGER (SPECIFY) 2 hours

Awareness consists of an outline of project history, a one-half-hour film (optional), and discussion and questions after the film.

TRAINING: ( ) 1-2 DAYS (X) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Adopting supervisors and interested administrators should participate. Background, history, how to implement program, and current research are covered. Working space for each participant, and desks and chairs are needed. Parts of the training may be shortened if adopting personnel's experience is adequate.

EVALUATION:

Because adopter characteristics vary greatly, D/D does not mandate evaluation plan. Adopter must administer tests, which may be those of D/D (both project-prepared and national tests), or SF or adopter tests if approved by D/D. SF or D/D analyzes test data.

FOLLOW-UP:

During the first two years of adoption, the D/D holds workshops and makes site visits. Thereafter services are provided on request.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☐
TRAINING	☒	☐	☒	☐
EVALUATION	☒	☐	☒	☐
CURRICULUM	☒	☐	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: 16mm film projector; SF must provide projector; however, D/D is willing not to show film.

TRAINING: 16mm film projector, 1/2-inch reel-to-reel VTR; SF must provide equipment.

Adoption Agreement

	YES	NO	ADOPTER	D/D	SF	FUNDING AGENCY
			PARTIES SIGNING			
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☐	☒	☒	☒	☐	☒

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Attend initial and follow-up training			Program Supervisor
• Supervise and train toy demonstrators			Program Supervisor
• Purchase materials for families		X	
• Recruit families			Program Supervisor

Adoption Expenses

START-UP COST OR RANGE: $ 900 PER NUMBER OF PERSONS (SPECIFY): per family

MAINTENANCE COST OR RANGE: $ ____ PER NUMBER OF PERSONS (SPECIFY): ____

Cost includes materials, staff, space for conferences, consultation, and training. Maintenance cost should go down if the number of families increases.

Contact

Naomi Feldheim, Director, Demonstration Center, or Phyllis Levenstein, Executive Director; Verbal Interaction Project; SUNY at Stony Brook; 5 Broadway; Freeport, NY 11520. (516) 868-7770.

PROJECT INFORMATION SHEET

Project

MEDIA NOW

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Alan Moore	Project Director	75%
Philip Olive	Project Coordinator	7%
William C. Majure	Project Evaluator	9%

Basic Features Adopter Needs To Put Into Operation

- Purchase of Media Now course
- Release of two staff members, including project teacher, for two days of inservice training
- Media Now offered preferably as a separate course (usually elective), in the present curriculum
- Facilities and equipment required by the Project
- Assignment of a LEA coordinator who is aware of the program and will monitor its progress
- Authorization of Media Now staff to coordinate evaluation activities according to LEA's established procedures.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

Presenter usually includes a slide-tape program or a transparency presentation, has sample packages and books from the course for examination, allows time for questions and answers, and provides hand-out materials giving more detailed information on the course.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Prefer to train at the adopter site; send one trainer and ask that at least two staff members be present for training, including the main teacher of the course. Also would like an administrator present for at least part of the session to become acquainted with the program. After introductory material is presented, the remainder of the session is spent in hands-on activity, working through the packages as time allows. Any particular needs of the local situation are discussed.

EVALUATION:

Demonstration sites must use the original evaluation instruments developed by the D/D, administered by the D/D, and with data analyzed by D/D. Other adopters may purchase and use the same instruments with data analyzed by D/D. If state requirements allow, a less complex evaluation program may use the test in the Student Guide as both pre- and posttests. Scoring for those tests is given in the Teacher's Guide.

FOLLOW-UP:

Follow-up services are available when deemed necessary by adopter, either in the form of telephone assistance or an on-site visit, with cost assumed by adopter.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☒	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☒	☐	☐
CURRICULUM	☒	☒	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Slide/carousel projector, cassette tape recorder, overhead projector, screen

TRAINING: 16mm projector, slide/carousel projector, cassette tape recorder/players, overhead projector, screen, reel-to-reel tape player, super 8mm projector, work tables and chairs

Adoption Agreement

	YES	NO	ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☒	☐	☒	☒	☐	☐

PARTIES SIGNING: ADOPTER, D/D, SF, FUNDING AGENCY

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Attend initial awareness	X	X	
• Conduct needs assessment	X	X	SF
• Purchase of course and necessary equipment	X	X	
• Attend two-day training workshop	X	X (at least part of time)	
• Administer pre- and posttest	X		

Adoption Expenses

START-UP COST OR RANGE: $ 1,085 PER NUMBER OF PERSONS (SPECIFY): 25 students

MAINTENANCE COST OR RANGE: $ 150 PER NUMBER OF PERSONS (SPECIFY): 25 students

The $1,085 includes the basic Media Now Course and student books for 25 students. The maintenance cost is for student books for a new or additional class. Equipment is extra. D/D evaluation instrument costs available upon request. Awareness costs include round trip travel from Omaha to site for one person, one night motel and meal expense, and one-day consultant fee of $100. Training costs include round trip travel from Omaha to site for one person, two nights motel and meal expense, and two days fee at $100 per day. D/D willing to negotiate costs in special situations. SF can help with all awareness and training costs and can help adopter apply for Title IV-C funds for basic course costs. A laboratory fee of $5-$10 per student to cover cost of film and other consumable may be appropriate.

Contact

Alan Moore, Project Director; experience education; 401 Reed St.; Red Oak, IA 51566. (712) 623-4913 or (800) 831-5886.

TRAINERS LISTING

Project: MEDIA NOW

Selection Process: Trainers must: have taught Media Now in a classroom and/or successfully completed Media Now training from a Media Now trainer; have background in a media-related field (AV instruction, AV director, AV production, journalism, etc.); demonstrate organizational ability; receive final qualification approval from Media Now project director.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
John C. Ittelson Chico, CA	Trainer since 1975; teaches at California State University; NDN experience since 1975; can handle any training situation.	X	X	X	X	X	X	X	X	At times		X
William Hohlfeld Mt. Ayr, IA	Trainer since 1973; course developer; now teaches Media Now; NDN experience since 1978; can handle any training situation.	X	X	X	X	X	X	X	X	X		X
Pauline Larsen Newell, IA	Trainer since 1973; original Media Now teacher; free-lance photographer; NDN experience since 1975; can handle any training situation.	X	X	X	X	X	X	X	X	X		X
Claudia Niles Audubon, IA	Trainer since 1979; previous Media Now teacher; now in free-lance advertising; NDN experience since 1979; can handle any training situation.	X	X		X	X	X	X	X	X		X
Robert Bowlsby Portland, OR	Trainer since 1978; now media specialist; NDN experience since 1976; can handle any training situation.	X	X		X	X	X	X	X	At times		X
Kenneth Blystone El Paso, TX	Trainer since 1978; now at Education Center; NDN experience since 1977; can handle any training situation.	X	X		X	X	X	X	X		X	X
Robert Irvine Bremerton, WA	Trainer since 1978; now at Media Center; NDN experience since 1976; can handle any training situation.	X	X		X	X	X	X	X	At times		X
Lois White Issaguah, WA	Trainer since 1978; now media teacher; NDN experience since 1977; can handle any training situation.	X	X		X	X	X	X	X	At times		X

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PROJECT: MEDIA NOW

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES	STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐	NEBRASKA	☑	☐	☐
ALASKA	☐	☐	☐	NEVADA	☐	☐	☐
ARIZONA	☑	☐	☐	NEW HAMPSHIRE	☑	☐	☐
ARKANSAS	☑	☐	☐	NEW JERSEY	☑	☐	☐
CALIFORNIA	☑	☑	☐	NEW MEXICO	☑	☐	☐
COLORADO	☑	☐	☐	NEW YORK	☑	☐	☐
CONNECTICUT	☑	☐	☐	NORTH CAROLINA	☑	☐	☐
DELAWARE	☐	☐	☐	NORTH DAKOTA	☐	☐	☐
DISTRICT OF COLUMBIA	☑	☐	☐	OHIO	☑	☐	☐
FLORIDA	☑	☐	☐	OKLAHOMA	☑	☐	☐
GEORGIA	☑	☐	☐	OREGON	☑	☑	☐
HAWAII	☐	☐	☐	PENNSYLVANIA	☑	☐	☐
IDAHO	☑	☐	☐	RHODE ISLAND	☐	☐	☐
ILLINOIS	☑	☑	☐	SOUTH CAROLINA	☑	☐	☐
INDIANA	☑	☐	☐	SOUTH DAKOTA	☑	☐	☐
IOWA	☑	☑	☐	TENNESSEE	☑	☐	☐
KANSAS	☑	☐	☐	TEXAS	☑	☑	☐
KENTUCKY	☑	☐	☐	UTAH	☑	☐	☐
LOUISIANA	☐	☐	☐	VERMONT	☐	☐	☐
MAINE	☑	☐	☐	VIRGINIA	☑	☐	☐
MARYLAND	☑	☐	☐	WASHINGTON	☑	☐	☐
MASSACHUSETTS	☑	☐	☐	WEST VIRGINIA	☐	☐	☐
MICHIGAN	☑	☐	☐	WISCONSIN	☑	☐	☐
MINNESOTA	☑	☐	☐	WYOMING	☑	☐	☐
MISSISSIPPI	☐	☐	☐	VIRGIN ISLANDS	☐	☐	☐
MISSOURI	☑	☐	☐	PUERTO RICO	☐	☐	☐
MONTANA	☐	☐	☐				

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PROJECT INFORMATION SHEET

Project

THE ME/ME DRUG PREVENTION EDUCATION PROGRAM

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Artie Kearney	Director: Provides training, monitoring, follow-up technical assistance; collects data; conducts awareness presentations	100%
	Secretary: office management	100%

Basic Features Adopter Needs To Put Into Operation

Teachers must use program activities and have a schedule showing time designated for use of program.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

Description of program and audio/slide presentation is given; group participates in activity. The same presentation is used for all groups as it is general enough to fit a wide variety of needs.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

During training, audience becomes involved in classroom activities, plus there is a demonstration and discussion. Forty teachers can be trained per session. A chalkboard is needed.

EVALUATION:

Student gains are measured and teacher feedback, supplied in weekly logs, is collected. It is prefered that the adopter use D/D tests, but the adopter can use their own tests provided they meet D/D approval. Standardized and D/D tests are the Piers-Harris Self Concept Scale and Ira Gordon's How I Feel Scale. Either adopter or SF can administer tests; D/D or SF will perform analysis of data. Adopter's using their own approved tests are responsible for data analysis. Adopter must administer pre/posttest.

FOLLOW-UP:

Follow-up is done by D/D, with SF present if possible. D/D can assume some follow-up costs, depending on how much money is available either to D/D or to adopter. Follow-up continues for at least a year or longer, if required.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☒	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☐	☒	☐
CURRICULUM	☒	☒	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Wollensak cassette/slide, chalkboard (optional)

TRAINING: Chalkboard, program materials purchased prior to training session

Adoption Agreement

	YES	NO
SUPPLIED BY D/D	☒	☐
WILLING TO USE SF'S	☐	☒

PARTIES SIGNING

ADOPTER	D/D	SF	FUNDING AGENCY
☒	☒	☒	Optional ☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Attend awareness (optional), participate in training	X	X	
• Purchase materials for teachers being trained, appoint someone to act as liaison between D/D and adopter		X	
• Administer pretests; conduct prescribed weekly program activities; administer posttest, record scores, and return to D/D	X		

Adoption Expenses

START-UP COST OR RANGE: $ ____________ PER NUMBER OF PERSONS (SPECIFY): ____________

MAINTENANCE COST OR RANGE: $ ____________ PER NUMBER OF PERSONS (SPECIFY): ____________

Cost to adopter consists of expenses Director incurs while traveling to site to do training, training materials at $ .25 per set (each teacher needs a set), minimal reproduction costs for some program activities. SF can help with travel expenses. D/D can help with material expenses.

Contact

Artie Kearney, Director; ME/ME, Inc.; 400 S. Linewood Ave.; Appleton, WI 54911. (414) 735-0114.

TRAINERS LISTING

Project: THE ME/ME DRUG PREVENTION EDUCATION PROGRAM

Selection Process: Trainer must have a background in affective domain and substance abuse although the first is weighed more heavily than the second. D/D currently developing a new method for trainer selections.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Jan Elliot-Shugart Glenwood Springs, CO	Fall 1979	X	X			X	X	X	X		X	X
Kathy McCurdy Cadillac, MI	Fall 1979		X			X	X	X	X	X		X
Bob Koels Marquette, MI	Winter 1978		X		X			X			X	X
Jane Wendt Marshall, MI	Fall 1979		X		X						X	X
Tom Griffin St. Paul, MN	Fall 1977		X		X	X	*	X	X	X		X
Bernie Manley Winona, MN	Winter 1978		X			X	X	X	X		X	X
	* If out of state											

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PROJECT: THE ME/ME DRUG PREVENTION EDUCATION PROGRAM

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☐	☐	☐
ARKANSAS	☐	☐	☐
CALIFORNIA	☑	☐	☐
COLORADO	☐	☐	☐
CONNECTICUT	☐	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☐	☐	☐
GEORGIA	☐	☐	☐
HAWAII	☐	☐	☐
IDAHO	☐	☐	☐
ILLINOIS	☐	☐	☐
INDIANA	☑	☐	☐
IOWA	☐	☐	☐
KANSAS	☑	☑	☐
KENTUCKY	☑	☑	☐
LOUISIANA	☑	☐	☐
MAINE	☐	☐	☐
MARYLAND	☐	☐	☐
MASSACHUSETTS	☐	☐	☐
MICHIGAN	☑	☑	☑
MINNESOTA	☑	☑	☑
MISSISSIPPI	☐	☐	☐
MISSOURI	☑	☐	☐
MONTANA	☐	☐	☐
NEBRASKA	☑	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☑	☐	☐
NEW JERSEY	☐	☐	☐
NEW MEXICO	☐	☐	☐
NEW YORK	☑	☐	☐
NORTH CAROLINA	☐	☐	☐
NORTH DAKOTA	☑	☐	☐
OHIO	☑	☐	☐
OKLAHOMA	☐	☐	☐
OREGON	☐	☐	☐
PENNSYLVANIA	☐	☐	☐
RHODE ISLAND	☐	☐	☐
SOUTH CAROLINA	☐	☐	☐
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☐	☐	☐
TEXAS	☑	☐	☐
UTAH	☐	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☐	☐	☐
WASHINGTON	☐	☐	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☑	☑	☐
WYOMING	☐	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

METRICS MADE EASY

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Dan J. Moss	Director: responsible for all aspects of the project	85%

Basic Features Adopter Needs To Put Into Operation

- Use Metrics Made Easy Teacher Resource Guide and Activities
- Provide needed metric measurement tools for hands-on activities
- Supply D/D with pre- and posttest data on students

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR (X) LONGER (SPECIFY) 1-1/2 hours

Presentation includes an update on the progress of metrication in the United States and specifically in education. An 11-minute slide-tape program, audience participation, and overhead projections on the metric frame of reference are used in a detailed discussion of the why and how of elementary metrication and an overview of the adoption process.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Training takes between one and two days. Participants are determined by the inservice model selected. Four options are available: D/D trains project supervisor and paraprofessional aide, and the aide, under the direction of the supervisor, inservices individual teachers in their classrooms alongside their students; D/D inservices all adopting teachers, who then implement the program in their classrooms; D/D inservices representatives of several schools, who then inservice their own staff; adopters with extensive metric background implement only the curriculum providing D/D with pre- and posttest data.

EVALUATION:

A D/D-developed criterion-referenced test is used pre and post for evaluation of participating students and teachers. Forms developed by the SF or the adopter may also be used with the D/D's approval. D/D provides testing materials. Adopter administers pre- and posttests. D/D scores tests, analyzes data, and provides adopter with the results.

FOLLOW-UP:

Historically, adoptions have operated so smoothly that very little follow-up has been needed. However, any follow-up services needed by the adopter are at no cost. With several adopters, we have offered a second-year refresher inservice to the staff, but, in general, the program is in place and fully operational and institutionalized after the first year.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☐
TRAINING	☒	☐	☒	☐
EVALUATION	☒	☐	☒	☐
CURRICULUM	☒	☒	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Two Kodak Carousel projectors, a Wollensak tape recorder, an overhead projector, and a screen are required. D/D can supply this equipment if SF cannot.

TRAINING: One Kodak Carousel projector, a tape recorder (preferably a Wollensak), an overhead projector, and a screen are required. Trainers need project-developed Teacher Resource Guides and metric measurement tools.

Adoption Agreement

	YES	NO		PARTIES SIGNING		
			ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☒	☐	☒	☒	☒	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
° Attend awareness session	X and/or	X	
° Obtain required materials		X	
° Participate in initial training	X	X	Paraprofessional Aide if used
° Administer pre- and posttests	X		

Adoption Expenses

START-UP COST OR RANGE: $ 1,000 - 5,000 PER NUMBER OF PERSONS (SPECIFY): 600

MAINTENANCE COST OR RANGE: $ 0 PER NUMBER OF PERSONS (SPECIFY): 600

Cost of implementating the program depends on two factors: the implementation model selected by the adopter (the model in which a paraprofessional aide acts as an inservice trainer is the most expensive, and curriculum adoption is the least expensive) and the metric measurement tools that the adopter already has. SF or adopter assumes cost of trainer's travel, lodging, and meals.

Contact

Dan Moss, Director; Metrics Made Easy; Ocean View School District; 16940 B St.; Huntington Beach, CA 92647.
(714) 846-7013.

TRAINERS LISTING

Project: METRICS MADE EASY

Selection Process:

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
	To this point, Metrics Made Easy has not had a need for certified trainers. Two persons in California are qualified to conduct awareness and training sessions as the need arises.											
Gail Brekke Concord, CA		X	X									X
Clint Bletscher Oakhurst, CA		X	X									X

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PROJECT: METRICS MADE EASY

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ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☑	☐	☐
ARKANSAS	☐	☐	☐
CALIFORNIA	☑	☑	☑
COLORADO	☐	☐	☐
CONNECTICUT	☐	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☐	☐	☐
GEORGIA	☐	☐	☐
HAWAII	☐	☐	☐
IDAHO	☐	☐	☐
ILLINOIS	☐	☐	☐
INDIANA	☐	☐	☐
IOWA	☐	☐	☐
KANSAS	☐	☐	☐
KENTUCKY	☐	☐	☐
LOUISIANA	☐	☐	☐
MAINE	☐	☐	☐
MARYLAND	☐	☐	☐
MASSACHUSETTS	☐	☐	☐
MICHIGAN	☐	☐	☐
MINNESOTA	☐	☐	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☐	☐	☐
MONTANA	☐	☐	☐
NEBRASKA	☐	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☐	☐	☐
NEW JERSEY	☐	☐	☐
NEW MEXICO	☐	☐	☐
NEW YORK	☐	☐	☐
NORTH CAROLINA	☐	☐	☐
NORTH DAKOTA	☐	☐	☐
OHIO	☐	☐	☐
OKLAHOMA	☐	☐	☐
OREGON	☐	☐	☐
PENNSYLVANIA	☐	☐	☐
RHODE ISLAND	☐	☐	☐
SOUTH CAROLINA	☐	☐	☐
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☐	☐	☐
TEXAS	☐	☐	☐
UTAH	☐	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☐	☐	☐
WASHINGTON	☑	☐	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☐	☐	☐
WYOMING	☐	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

MODIFICATION OF CHILDREN'S ORAL LANGUAGE

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Betty Igel	Projector Director/Project Management	30%
To be hired	Secretary/Support Services	50%

Basic Features Adopter Needs To Put Into Operation

All aspects of the curriculum must be implemented, as evidence by observation and data collection.

Services/Resources

AWARENESS: ( ) 1/2 HOUR (X) 45 MINUTES ( ) 1 HOUR (X) LONGER (SPECIFY) 1-1/2 to 2 hours

A 45-60-minute presentation is adequate for first-level awareness. Topics covered are appropriate audience, benefits to SEAs, introduction to the curriculum and aspects of training. The longer session is an in-depth presentation to SEAs planning to adopt. The curriculum is described in greater detail. Lecture, discussion, demonstration, and visuals are included.

TRAINING: ( ) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS (X) LONGER (SPECIFY) 11-13 days

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Initial training workshop is four-five days during which trainers are taught to use the language curriculum. Remaining training days include three follow-up site visits to monitor the adoption, offer technical assistance, and develop in-house trainers.

EVALUATION:

Data collected on language growth of students through pre/posttest. Daily data on use of curriculum by trainees collected. Tests and daily data forms are part of the curriculum. Nationally validated tests may be administered if desired. Data collection is the responsibility of each teacher and the site coordinator. D/D assumes responsibility for analysis and reporting outcome.

FOLLOW-UP:

Follow-up site visits from D/D consultant are essential to adoption. Adopters must commit themselves to a minimum of two visits. Three are necessary if training in-house trainers is included as part of the adoption. At the site visit each teacher is observed using the curriculum and has individual conference with D/D representative. A group meeting is held to discuss observations, solve problems and share experiences. Refresher and trainer workshops available on request; costs are negotiable.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☒	☐	☐
CURRICULUM	☒	☐	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Overhead projector

TRAINING: Overhead projector, blackboard. Each trainee must have a Language Program kit and students must be available for a practicum.

Adoption Agreement

	YES	NO
SUPPLIED BY D/D	☒	☐
WILLING TO USE SF'S	☒	☐

PARTIES SIGNING

ADOPTER	D/D	SF	FUNDING AGENCY
☒	☒	☐	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
° Attend awareness	X	X	
° Participate in training	X		
° Secure materials		X	
° Collect data	X	X	
° Arrange site visits		X	

Adoption Expenses

START-UP COST OR RANGE: $ 5,500 - $7,000 PER NUMBER OF PERSONS (SPECIFY): 20 teachers

MAINTENANCE COST OR RANGE: $ 4 per year PER NUMBER OF PERSONS (SPECIFY): per student

Contact

Betty H. Igel; Monterey Learning Systems; 900 Welch Rd.; Palo Alto, CA 94304. (415) 324-8980.

TRAINERS LISTING

Project: MODIFICATION OF CHILDREN'S ORAL LANGUAGE

Selection Process: Trainers must be trained and certified to use the language curriculum, demonstrate ability to work well with peers. The next step is to become certified as inhouse trainer: must demonstrate ability to train others successfully on one-to-one or small-group basis, then co-teach a group of 20-25 with an experienced trainer, demonstrate ability to function successfully in a large-group training situation.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Diana Christiansen Lake Tahoe, CA	Fall 1973; all groups	X	X		X					X		X
Jane Lowry Denver, CO	Fall 1979; especially good with Educable Mentally Retarded and Trainable Mentally Retarded Teachers	X	X		X					X		X
Terry Rodriguez Arvada, CO	Fall 1979; all groups; good with speech pathologists	X	X		X					X		X
Margaret Sills New York, NY	Fall 1973; all groups; good with Educable Mentally Retarded and Trainable Mentally Retarded Teachers	X	X		X					X		X
Ted Culler Charlotte, NC	Fall 1978; can train all groups; especially good with speech pathologists	X	X		X	negotiable				X		X
Richard Smith Danville, PA	Fall 1973; good with speech pathologists	X	X		X					X		X
C. Shawn Evans Spartanburg, SC	Fall 1977; all groups; good with speech pathologists	X	X	X	X					X		X
Margaret Sanford Austin, TX	Spring 1978; all groups	X	X	X	X					X		X
Cynthia Squires Waco, TX	Spring 1977; all groups; background in hearing handicapped	X	X		X					limited		X
Joan Simantel Merces Island, WA	Fall 1976; all groups; bilingual education experience	X	X	X	X							X

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PROJECT: MODIFICATION OF CHILDREN'S ORAL LANGUAGE

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES	STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐	NEBRASKA	☐	☐	☐
ALASKA	☐	☐	☐	NEVADA	☐	☐	☐
ARIZONA	☑	☐	☐	NEW HAMPSHIRE	☑	☐	☑
ARKANSAS	☐	☐	☐	NEW JERSEY	☐	☐	☐
CALIFORNIA	☑	☑	☑	NEW MEXICO	☑	☐	☐
COLORADO	☑	☑	☑	NEW YORK	☑	☑	☑
CONNECTICUT	☐	☐	☐	NORTH CAROLINA	☑	☑	☑
DELAWARE	☐	☐	☐	NORTH DAKOTA	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐	OHIO	☐	☐	☐
FLORIDA	☑	☐	☐	OKLAHOMA	☐	☐	☐
GEORGIA	☐	☐	☐	OREGON	☑	☑	☑
HAWAII	☐	☐	☐	PENNSYLVANIA	☑	☐	☑
IDAHO	☑	☐	☑	RHODE ISLAND	☐	☐	☐
ILLINOIS	☐	☐	☐	SOUTH CAROLINA	☑	☑	☑
INDIANA	☐	☐	☐	SOUTH DAKOTA	☐	☐	☐
IOWA	☐	☐	☐	TENNESSEE	☑	☐	☐
KANSAS	☑	☐	☐	TEXAS	☑	☑	☑
KENTUCKY	☐	☐	☐	UTAH	☐	☐	☐
LOUISIANA	☐	☐	☐	VERMONT	☐	☐	☐
MAINE	☐	☐	☐	VIRGINIA	☑	☐	☐
MARYLAND	☑	☐	☐	WASHINGTON	☑	☐	☑
MASSACHUSETTS	☐	☐	☐	WEST VIRGINIA	☑	☐	☑
MICHIGAN	☐	☐	☐	WISCONSIN	☐	☐	☐
MINNESOTA	☐	☐	☐	WYOMING	☐	☐	☐
MISSISSIPPI	☐	☐	☐	VIRGIN ISLANDS	☐	☐	☐
MISSOURI	☐	☐	☐	PUERTO RICO	☐	☐	☐
MONTANA	☐	☐	☐				

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PROJECT INFORMATION SHEET

Project

NEW ADVENTURE: Success Strategies for Reading and Language (NAIL)

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
June Johnson	Project Director	80%
Ann K. Levy	Dissemination Specialist	60%
Shirley M. Eikeland	Dissemination Specialist	80%
Patsy McDaniel	Secretary	100%

Basic Features Adopter Needs To Put Into Operation

- Diagnosis and remediation of language communication skills
- Supportive learning climate indicated by positive teacher comments and displays of children's work
- Small-group, large-group, and individualized instruction using activity centers and a variety of instructional materials with flexible furniture arrangements
- Basal texts and prescriptive work
- Oral language themes and original writing

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES ( ) 1 HOUR (X) LONGER (SPECIFY) 1-1/4 to 1-1/2 hours

Project history and supporting research is briefly discussed, and program rationale is explained in lecture format. The three components (psycholinguistics, oral language, and reading) are described and displayed. Training materials are passed around for viewing, and descriptive brochures are given to participants. A question-and-answer period follows. Audience participates in sample training activities. Length and mode of presentation can be varied to meet the requester's needs.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS (X) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Training for Psycholinguistics/Positive Reinforcement component: two days, $15 per person for materials. Training for Oral Language/Positive Reinforcement: two days, $15 per person for materials. Training for total curriculum (all three components): five days, $45 per person for materials.

EVALUATION:

Measures vary with program components adopted. D/D assists in selecting instruments. Measures already in use in the adopting district can often be used. Adopter administers nationally normed tests and a brief measure of teacher and student attitude change pre and post. D/D can assist in analysis.

FOLLOW-UP:

Technical assistance, including additional training, planning with administrators, classroom observation, demonstration teaching, and group and individual problem solving, is provided after initial training as often as time and adopter's resources allow. D/D staff make at least one visit to adopter's site. Most adopters request such follow-up involvement for two years or more and use the assistance for specific and general school improvement. Assistance by telephone and mail is available as needed.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☐	☒	☒
CURRICULUM	☒	☐	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: SF provides overhead projector and screen.

TRAINING: SF or adopter provides overhead projector, screen, chalkboard, and comfortable room that can be flexibly arranged. Videotape recorder is optional.

Adoption Agreement

	YES	NO	ADOPTER	D/D	SF	FUNDING AGENCY
			PARTIES SIGNING			
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☒	☐	☒	☒	☒	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Attend awareness session		X	
• Visit D/D or Demonstration Site if possible	X	X	
• Attend trainer/coordinator seminar	X	X	
• Obtain necessary training materials and plan training workshops for teachers		X	
• Plan follow-up visit by D/D staff	X	X	
• Secure data required by evaluation design and share with D/D		X	

Adoption Expenses

START-UP COST OR RANGE: $ ____________ PER NUMBER OF PERSONS (SPECIFY): ____________

MAINTENANCE COST OR RANGE: $ ____________ PER NUMBER OF PERSONS (SPECIFY): ____________

Start-up cost for a poorly equipped school is no more than $10 per pupil, and much less for a well-equipped school. Training materials cost $15 per teacher for each component adopted. Adopter assumes cost of trainer's travel and per diem. If a team comes to the D/D site for training, adopter assumes cost of trainees' travel, per diem, and substitutes. Maintenance cost involves only the cost of such additional training as adopter requests ($100 per trainer, plus travel expenses) and of supplemental commercially available materials recommended for use with students.

Contact

June Johnson, Director; New Adventure; W. T. Moore Elementary School; Rt. 17; Dempsey Mayo Rd., Tallahassee, FL 32308. (904) 877-8595.

PROJECT: NEW ADVENTURE: Success Strategies for Reading and Language (NAIL)

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☑	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☐	☐	☐
ARKANSAS	☐	☐	☐
CALIFORNIA	☐	☐	☐
COLORADO	☑	☐	☑
CONNECTICUT	☑	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☑	☑	☑
GEORGIA	☑	☐	☑
HAWAII	☐	☐	☐
IDAHO	☐	☐	☐
ILLINOIS	☐	☐	☐
INDIANA	☐	☐	☐
IOWA	☐	☐	☐
KANSAS	☐	☐	☐
KENTUCKY	☑	☐	☐
LOUISIANA	☐	☐	☐
MAINE	☐	☐	☐
MARYLAND	☐	☐	☐
MASSACHUSETTS	☐	☐	☐
MICHIGAN	☐	☐	☐
MINNESOTA	☐	☐	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☐	☐	☐
MONTANA	☐	☐	☐
NEBRASKA	☐	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☐	☐	☐
NEW JERSEY	☐	☐	☐
NEW MEXICO	☐	☐	☐
NEW YORK	☑	☑	☑
NORTH CAROLINA	☑	☐	☐
NORTH DAKOTA	☑	☐	☐
OHIO	☑	☐	☐
OKLAHOMA	☑	☐	☐
OREGON	☐	☐	☐
PENNSYLVANIA	☐	☐	☐
RHODE ISLAND	☐	☐	☐
SOUTH CAROLINA	☑	☐	☑
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☑	☐	☑
TEXAS	☑	☑	☑
UTAH	☐	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☑	☐	☑
WASHINGTON	☐	☐	☐
WEST VIRGINIA	☑	☐	☐
WISCONSIN	☐	☐	☐
WYOMING	☐	☐	☐
VIRGIN ISLANDS	☑	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

THE NEW JERSEY WRITING PROJECT

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Linda Waitkus	Project Director	100%
Julie Anderson	Project Secretary	18%

Basic Features Adopter Needs To Put Into Operation

- More writing occurs
- Students share their writing with other students
- Students are more aware of the composing process
- Students direct their writing toward a variety of audiences, instead of only to the teacher
- Teachers and students help students at varying stages of the composing process: before or during writing and while editing
- Students value writing
- Students transfer their writing skills to other content areas
- Support skills are taught according to students' individual needs

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES ( ) 1 HOUR (X) LONGER (SPECIFY) 2 1/2 hours

Awareness session participants write, and writers analyze their composing processes. Lecture is used to explain the adoption process. Certified trainers can present inservice programs of variable length to increase awareness of current research on composing.

TRAINING: ( ) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS (X) LONGER (SPECIFY) 3 weeks, 60 hours

( ) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Summer institutes can be arranged when 7-10 districts agree to adopt program and unite to support a teacher-training institute. Certified trainers can lead these institutes. Summer institutes provide three weeks (60 hours) of instruction. Daily sessions include writing, small-group interaction, intensive examination of theory and research on writing, and classroom application. Teachers are trained to conduct inservice for other teachers in their own districts in the fall.

EVALUATION:

Pre and post writing samples and attitude surveys are collected from students in classes taught by institute participants. Holistic evaluation is used to rank the writing samples. A project-developed scale is used to analyze the attitude surveys. D/D provides both instruments. Institute participants administer tests at their site and report its completion to SF and D/D early in September and late in April or early in May. By granting two days of release time to at least one institute participant, a district can receive a report on program effectiveness at that site after one year.

FOLLOW-UP:

D/D contracts to provide implementation assistance and monitoring for one year. Adopting district identifies a target date for official incorporation of program into schools' curriculum. Project Director visits institute site at least once during the first year. Additional implementation and monitoring services are available for $70 per day plus travel expenses.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☒	☐
TRAINING	☒	☐	☐	☐
EVALUATION	☒	☒	☐	☐
CURRICULUM	☐	☐	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Writing paper is all that is needed.

TRAINING: Small- and large-group facilities and photocopying equipment are required. Trainees must purchase texts chosen by certified trainer in cooperation with D/D. A film projector may also be necessary.

Adoption Agreement

	YES	NO	PARTIES SIGNING: ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☐	☒	☒	☒	☒	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS: TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Two English teachers from each district attend summer training institute.	X		
• District drafts plan for inservice during school year.		X	
• Trainees conduct inservice for other district teachers.	X		
• Trainees collect pre and post writing samples and attitute surveys from their students.	X		
• District budgets two days of release time in spring for at least one trainee to analyze and report testing data.		X	

Adoption Expenses

START-UP COST OR RANGE: $ 2,500-$3,000 PER NUMBER OF PERSONS (SPECIFY): Maximum 30 persons

MAINTENANCE COST OR RANGE: $ 0 PER NUMBER OF PERSONS (SPECIFY):

Costs are limited to training. Cost of summer teacher-training institute is split among 7-10 districts and includes $1,500 for certified trainer and $1,000-$1,500 for trainer's travel and living expenses. Trainees need texts chosen by certified trainer: approximately $25 per person. Start-up cost covers implementation within schools, because institute trainees serve as district writing consultants.

Contact

Linda Waitkus, Project Director; The New Jersey Writing Project; South Brunswick Township Public School; 1 Executive Dr.; Monmouth Junction, NJ 08852. (201) 297-7800.

TRAINERS LISTING

Project: THE NEW JERSEY WRITING PROJECT

Selection Process: All certified trainers must participate in the summer teacher-training institute, have knowledge of current research on the composing process, and successfully conduct an institute. At present, D/D has no certified trainers based out of state. However, after summer 1980 institutes, D/D should have a minimum of two trainers for the project.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	

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PROJECT: THE NEW JERSEY WRITING PROJECT

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ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☐	☐	☐
ARKANSAS	☐	☐	☐
CALIFORNIA	☐	☐	☐
COLORADO	☐	☐	☐
CONNECTICUT	☑	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☐	☐	☐
GEORGIA	☐	☐	☐
HAWAII	☐	☐	☐
IDAHO	☐	☐	☐
ILLINOIS	☐	☐	☐
INDIANA	☐	☐	☐
IOWA	☐	☐	☐
KANSAS	☑	☐	☐
KENTUCKY	☐	☐	☐
LOUISIANA	☐	☐	☐
MAINE	☐	☐	☐
MARYLAND	☐	☐	☐
MASSACHUSETTS	☐	☐	☐
MICHIGAN	☐	☐	☐
MINNESOTA	☑	☐	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☐	☐	☐
MONTANA	☐	☐	☐
NEBRASKA	☐	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☐	☐	☐
NEW JERSEY	☑	☑	☐
NEW MEXICO	☐	☐	☐
NEW YORK	☑	☐	☐
NORTH CAROLINA	☐	☐	☐
NORTH DAKOTA	☐	☐	☐
OHIO	☐	☐	☐
OKLAHOMA	☐	☐	☐
OREGON	☐	☐	☐
PENNSYLVANIA	☐	☐	☐
RHODE ISLAND	☐	☐	☐
SOUTH CAROLINA	☐	☐	☐
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☐	☐	☐
TEXAS	☑	☐	☐
UTAH	☐	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☐	☐	☐
WASHINGTON	☐	☐	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☐	☐	☐
WYOMING	☐	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

NORTHERN CHEYENNE FOLLOW THROUGH PROJECT

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
George Bement	Follow Through Director	100%
Moneda Cady	Coordinator, Follow Through Resource Center	100%
Rose Cain	Staff Trainer, Follow Through Resource Center	100%

Basic Features Adopter Needs To Put Into Operation

- Instruction is individualized to each child's pace.
- Progress is continuously monitored, using frequent quizzing and review.
- Skill-building activities are precisely sequenced and easily measured.
- Positive motivational system of instruction uses clear criteria for correct responses to guarantee differential reinforcement.
- Parent aides provide small-group instruction.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES ( ) 1 HOUR (X) LONGER (SPECIFY) 2 hours

Demonstration classrooms are located in two schools at two sites. D/D recommends at least a two-day awareness visit. Expenses incurred prior to signing of an adoption agreement are assumed by adopter.

TRAINING: ( ) 1-2 DAYS (X) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

( ) D/D CAN TRAVEL TO ADOPTER SITE (X) ADOPTER MUST TRAVEL TO D/D SITE

D/D provides two to three days of training at D/D site prior to adoption and two to three days of implementation training at adopter site as needed.

EVALUATION:

Following an on-site visit, a written report noting strengths, weaknesses, and recommendations for improvement is prepared. Pre- and posttesting with the Wide Range Achievement Test and project-developed Weekly Individual Progress Reports (WIPRs) are used to monitor student achievement. WIPRs may be scored with the Opscan reader or by hand, as adopter prefers.

FOLLOW-UP:

Follow-up services are scheduled as needed. Technical assistance available includes telephone consultation, telephone or mail response to regular classroom observation and child progress reports, and on-site visits for follow-up training, workshops, and implementation needs. Costs are shared by D/D and adopter as specified in maintenance contract.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☐	☒	☐
CURRICULUM	☒	☐	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: D/D provides video recorder and monitor, filmstrip projector, and screen.

TRAINING: D/D provides video recorder and monitor, filmstrip projector, and screen.

Adoption Agreement

	YES	NO
SUPPLIED BY D/D	☒	☐
WILLING TO USE SF'S	☒	☐

PARTIES SIGNING

ADOPTER	D/D	SF	FUNDING AGENCY
☒	☒	☐	☐

Activities Adopter Should Undertake To Implement Program

		PARTICIPANTS	
ACTIVITY	TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Attend awareness and participate in training at D/D site	X	X	Parent Aides
• Recruit necessary staff, obtain necessary curricula, and negotiate adoption contract		X	

Adoption Expenses

START-UP COST OR RANGE: $ 23 PER NUMBER OF PERSONS (SPECIFY): per learner

MAINTENANCE COST OR RANGE: $ 8 PER NUMBER OF PERSONS (SPECIFY): per learner

Start-up cost includes materials and supplies for instruction, monitoring, achievement testing, and continuous progress assessment. Maintenance cost covers supplies for monitoring, achievement testing, and continuous progress assessment. Based on 25 students, per-learner cost of instructional staff: $419 for kindergarten and grade 1, $249 for grades 2 and 3; staff include one lead teacher per classroom, parent aides (two per classroom for grades K-1, one per classroom for grades 2-3), and one staff trainer.

Contact

George Bement, Director, or Moneda Cady, Coordinator; Northern Cheyenne Follow Through Project; P.O. Box C; Lame Deer, MT 59043. (409) 477-6350 or 477-6386/87.

PROJECT: NORTHERN CHEYENNE FOLLOW THROUGH PROJECT

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☐	☐	☐
ARKANSAS	☐	☐	☐
CALIFORNIA	☐	☐	☐
COLORADO	☐	☐	☐
CONNECTICUT	☐	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☐	☐	☐
GEORGIA	☐	☐	☐
HAWAII	☐	☐	☐
IDAHO	☐	☐	☐
ILLINOIS	☐	☐	☐
INDIANA	☐	☐	☐
IOWA	☐	☐	☐
KANSAS	☐	☐	☐
KENTUCKY	☐	☐	☐
LOUISIANA	☐	☐	☐
MAINE	☐	☐	☐
MARYLAND	☐	☐	☐
MASSACHUSETTS	☐	☐	☐
MICHIGAN	☐	☐	☐
MINNESOTA	☐	☐	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☐	☐	☐
MONTANA	☑	☑	☐
NEBRASKA	☐	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☐	☐	☐
NEW JERSEY	☐	☐	☐
NEW MEXICO	☐	☐	☐
NEW YORK	☐	☐	☐
NORTH CAROLINA	☐	☐	☐
NORTH DAKOTA	☐	☐	☐
OHIO	☐	☐	☐
OKLAHOMA	☐	☐	☐
OREGON	☐	☐	☐
PENNSYLVANIA	☐	☐	☐
RHODE ISLAND	☐	☐	☐
SOUTH CAROLINA	☐	☐	☐
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☐	☐	☐
TEXAS	☐	☐	☐
UTAH	☐	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☐	☐	☐
WASHINGTON	☐	☐	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☐	☐	☐
WYOMING	☐	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

OAKLAND UNIFIED SCHOOL DISTRICT FOLLOW THROUGH PROGRAM: Learning Through Literature

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Stanley Won	Director	17%
Marilyn M. Jones	Resource Center Coordinator	100%
Rosalie Agegian	Resource Center Trainer	100%

Basic Features Adopter Needs To Put Into Operation

°Literature/nutrition center
°Evidence of small-group and whole learning activities
°Children's writings directly related to literature

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR (X) LONGER (SPECIFY) See below

One-hour presentation, for a general audience, uses lecture and audience participation to provide an overview of project and describe how model operates. Longer presentations are tailored to specific school sites and include live demonstration with children.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Audience: participating classroom teachers, reading resource teacher, and librarian
Topics: skills needed for implementation of literature model, including reading literature aloud, prewriting, writing, editing, rewriting. Trainers can accommodate adopter's special needs, such as coordinating basal readers with library books.

EVALUATION:

Evaluation uses district- and/or state-mandated pre- and posttests. Assessment of teacher attitudinal change is conducted by evaluation consultant hired by D/D.

FOLLOW-UP:

Follow-up training is available within one year if D/D feels it necessary or if adopting site finds it desirable. Costs are shared and can be negotiated.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST		AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☒		☐
TRAINING	☒	☐	☒	Postage only	☐
EVALUATION	☐	☐	☒		☐
CURRICULUM	☐	☐	☐		☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: SF provides slide projector and tape recorder.

TRAINING: Videotape projector (if available)

Adoption Agreement

	YES	NO		PARTIES SIGNING			
				ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐					
WILLING TO USE SF'S	☒	☐		☒	☒	☒	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
° Attend general awareness	X	X	
° Demonstrate (with classroom)	X		
° Participate in initial training	X	X	
° Participate in follow-up training	X		

Adoption Expenses

START-UP COST OR RANGE: $ 2,000 PER NUMBER OF PERSONS (SPECIFY): 12

MAINTENANCE COST OR RANGE: $ 1,000 PER NUMBER OF PERSONS (SPECIFY): 12

Figures given for start-up and maintenance costs are the minimum. One to two days of release time are required for staff development. Travel costs are negotiable.

Contact

Marilyn M. Jones; Resource Center Coordinator; Oakland Unified School District Follow Through Program; Resource Center; 1011 Union St.; Oakland, CA 94607. (415) 465-5073.

PROJECT: OAKLAND UNIFIED SCHOOL DISTRICT FOLLOW THROUGH PROGRAM: Learning Through Literature

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☑	☐	☐
ARKANSAS	☐	☐	☐
CALIFORNIA	☑	☐	☐
COLORADO	☐	☐	☐
CONNECTICUT	☐	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☐	☐	☐
GEORGIA	☐	☐	☐
HAWAII	☐	☐	☐
IDAHO	☐	☐	☐
ILLINOIS	☐	☐	☐
INDIANA	☐	☐	☐
IOWA	☐	☐	☐
KANSAS	☐	☐	☐
KENTUCKY	☐	☐	☐
LOUISIANA	☐	☐	☐
MAINE	☐	☐	☐
MARYLAND	☐	☐	☐
MASSACHUSETTS	☐	☐	☐
MICHIGAN	☐	☐	☐
MINNESOTA	☐	☐	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☐	☐	☐
MONTANA	☐	☐	☐
NEBRASKA	☐	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☐	☐	☐
NEW JERSEY	☐	☐	☐
NEW MEXICO	☐	☐	☐
NEW YORK	☐	☐	☐
NORTH CAROLINA	☑	☐	☐
NORTH DAKOTA	☐	☐	☐
OHIO	☐	☐	☐
OKLAHOMA	☐	☐	☐
OREGON	☐	☐	☐
PENNSYLVANIA	☐	☐	☐
RHODE ISLAND	☐	☐	☐
SOUTH CAROLINA	☐	☐	☐
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☐	☐	☐
TEXAS	☐	☐	☐
UTAH	☐	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☐	☐	☐
WASHINGTON	☐	☐	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☐	☐	☐
WYOMING	☐	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

OCCUPATIONAL VERSATILITY (O.V.)

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
John Lavender	Director	100%
Marta Manjeot	Secretary	50%

Basic Features Adopter Needs To Put Into Operation

- Student management system
- Self-instructional system

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

Presentation format includes 15 minutes of background on project's development, a 35-minute slide show on the program, and 10 minutes for summary and questions.

TRAINING: ( ) 1-2 DAYS (X) 3-4 DAYS (X) 5-6 DAYS ( ) LONGER (SPECIFY)
( ) D/D CAN TRAVEL TO ADOPTER SITE (X) ADOPTER SHOULD TRAVEL TO D/D SITE

The best training for adopting teachers is a week spent at the demonstration site with an experienced O.V. teacher.

EVALUATION:

The O.V. Evaluation Manual describes the evaluation procedure and includes the two tests used and comparative data. Adopter administers tests pre and post or post and compare. A computer in the Highline School District in Seattle, Washington, is programmed to score and analyze tests.

FOLLOW-UP:

D/D recommends that a district administrator be trained along with the teacher and provide the necessary follow-up. Twenty-three trainers are available for assistance.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☐
TRAINING	☒	☒	☒	☐
EVALUATION	☒	☐	☒	☐
CURRICULUM	☒	☐	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: SF provides Kodak Carousel slide projector.

TRAINING: SF provides a slide projector and an overhead projector. Adopter needs an Installation Manual.

Adoption Agreement

	YES	NO	PARTIES SIGNING: ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☐	☒				
WILLING TO USE SF'S	☒	☐	☒	☐	☒	☒

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS: TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
° Attend awareness	X	X	
° Participate in training at demonstration site	X	X	
° Install program	X	X	
° Conduct evaluation	X	X	
° Conduct monitoring	X	X	

Adoption Expenses

START-UP COST OR RANGE: $ 5,000-$50,000 PER NUMBER OF PERSONS (SPECIFY): average 2

MAINTENANCE COST OR RANGE: $ 0 PER NUMBER OF PERSONS (SPECIFY): average 2

Adopter computes cost using the yellow section of the O.V. Installation Manual (available from Jim Grossnicklaus, Albany Union H.S. Dist. 8J, Albany, OR 97321 for $17.50.

Contact

John Lavender, Director; Occupational Versatility; Division of Technology; Arizona State University; Tempe, AZ 85281. (602) 965-7410.

TRAINERS LISTING

Project: OCCUPATIONAL VERSATILITY (O.V.)

Selection Process: O.V. trainers have teaching experience in industrial arts and received on-site training at demonstration sites in Washington state. Each trainer is an independent agent and should be contacted directly to ascertain availability and costs.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Lou Pardini Tempe, AZ	Associate Professor, Industrial and Technical Education Arizona State University	X	X	X	X							
Bob Raudebaugh Tempe, AZ	Vocational Director, Tempe Union High School District	X	X	X	X							
Mark Roberts Tempe, AZ	Coordinator, Marcos/Fees Project, Marcos de Niza High School	X	X	X	X							
Vic Takeuchi Fresno, CA	Curriculum Specialist, Fresno Unified School District	X	X	X	X							
Rodney Anderson Fort Collins, CO	Industrial Arts Coordinator, Colorado State University	X										
Lee Carter Boise, ID	State Supervisor for Industrial Arts, State Board for Vocational Education	X	X	X	X							
Robert Nannay Gorham, ME	Department of Industrial Education, University of Maine	X	X	X	X							
George Ferns East Lansing, MI	Industrial Education, College of Education, Michigan State University	X										
Bruce Barnes Bloomington, MN	Oak Grove Junior High School	X	X	X	X							
Bob Law Lincoln, NE	Consultant, Industrial Education, Lincoln Public Schools	X	X	X	X							
Pat Romero Las Vegas, NM	New Mexico Highlands University	X										
Lowell Zurbuch Kent, OH	Assistant Professor, Industrial Arts Education, Kent State University	X	X	X	X							
Pete Martinez Corvallis, OR	Associate Professor, Oregon State University	X	X	X	X							
John Y. Stoudt Norristown, PA	Industrial Arts Instructional Leader, Norristown Area High Schools	X	X	X	X							
Dan Householder College Station, TX	Associate Professor, Texas A & M University	X	X	X	X							
Phil Thomas Houston, TX	Olee Middle School	X	X	X	X							
Bert Bell Olympia, WA	State Supervisor of Industrial Arts, State Department of Education	X	X	X	X							
Lee Blattner Vancouver, WA	Gaiser Junior High School	X	X	X	X							
Carl Boe Des Moines, WA	Pacific Junior High School	X	X	X	X							
Gene Boggs Tacoma, WA	Keithley Junior High School	X	X	X	X							

TRAINERS LISTING (continued)

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Gene Fowler Seattle, WA	Chinook Junior High School	X	X	X	X							
Bill Guise Seattle, WA	Project ECOLogy, Highline School District	X	X	X	X							
Dave McConkey Bothell, WA	Northshore Junior High School	X	X	X	X							
Don Moon Bellingham, WA	Department of Technology, Western Washington State University	X	X	X	X							
Sam Porter Bellingham, WA	Department of Technology, Western Washington State University	X	X	X	X							
Dale Lemons Laramie, WY	Coordinator, Industrial Education, University of Wyoming	X	X	X	X							

S-06

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☑	☐	☐
ARIZONA	☑	☑	☑
ARKANSAS	☐	☐	☐
CALIFORNIA	☑	☐	☐
COLORADO	☑	☐	☐
CONNECTICUT	☐	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☐	☐	☐
GEORGIA	☐	☐	☐
HAWAII	☑	☐	☐
IDAHO	☑	☐	☐
ILLINOIS	☑	☐	☐
INDIANA	☑	☐	☐
IOWA	☐	☐	☐
KANSAS	☑	☐	☐
KENTUCKY	☐	☐	☐
LOUISIANA	☐	☐	☐
MAINE	☑	☐	☐
MARYLAND	☐	☐	☐
MASSACHUSETTS	☑	☐	☐
MICHIGAN	☑	☐	☐
MINNESOTA	☑	☑	☑
MISSISSIPPI	☐	☐	☐
MISSOURI	☐	☐	☐
MONTANA	☐	☐	☐
NEBRASKA	☑	☑	☑
NEVADA	☑	☐	☐
NEW HAMPSHIRE	☑	☐	☐
NEW JERSEY	☐	☐	☐
NEW MEXICO	☐	☐	☐
NEW YORK	☑	☐	☐
NORTH CAROLINA	☑	☐	☐
NORTH DAKOTA	☐	☐	☐
OHIO	☑	☐	☐
OKLAHOMA	☑	☐	☐
OREGON	☑	☑	☑
PENNSYLVANIA	☑	☑	☑
RHODE ISLAND	☐	☐	☐
SOUTH CAROLINA	☑	☐	☐
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☐	☐	☐
TEXAS	☑	☑	☑
UTAH	☑	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☐	☐	☐
WASHINGTON	☑	☑	☑
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☐	☐	☐
WYOMING	☐	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

OKLAHOMA CHILD SERVICE DEMONSTRATION CENTER FOR SECONDARY LD STUDENTS

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Linda Wilson Bryant	Director	100%
Malcom V. Phelps	Consultant	100%
Lonnie Joy	Consultant	50%
Susan Parker	Consultant	50%

Basic Features Adopter Needs To Put Into Operation

- ° A resource room staffed by a certified LD instructor where students spend one to two hours per school day
- ° Diagnostic/prescriptive services for each student identified according to local placement regulations; services consist of an IIP (i.e., prescription which specifies techniques and materials to be used in both LD and regular classes
- ° A library of multimedia materials appropriate for LD adolescents (see project catalog)

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

Awareness presentations are conducted by project staff members for interested school representatives. Participants are made aware of the project's components and requirements while being shown representative materials, prescriptive plans, and communication forms.

TRAINING: ( ) 1-2 DAYS (X) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Training is conducted for a school team of administrators, LD teachers, special education support personnel, and regular classroom teachers. Topics include identification of LD students, remedial and compensatory techniques for the resource room and regular class, and appropriate commercial materials and strategies for enhancing faculty communication and involvement. There are no unusual space or equipment requirements. Training may be shortened to two days for small groups (less than 10). Maximum attendance is 35.

EVALUATION:

Student gains are monitored on a pre/post basis utilizing the WRAT, Key Math, and Durrell tests, which are administered by the adopter and analyzed by the D/D. A pre/post questionnaire is also administered to all workshop participants. A summary is provided to the SF and adopter upon request.

FOLLOW-UP:

Follow-up which the adopter pays for, consists of a one-day visit conducted by a staff member approximately 12 weeks after training. Options for follow-up include individual or small group consultation and faculty or departmental inservice. Most adopters select a combination of these options.

Compiled Summer 1980

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☒	☐	☐
CURRICULUM	☒	☐	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: SF provides overhead projector, screen, carousel, Wollensak cassette tape recorder with synchronizing unit, and chalkboard.

TRAINING: SF or adopter provides above, plus 3/4-inch cassette VTR. Each training participant must purchase a Teacher Training Manual for $6.

Adoption Agreement

	YES	NO	ADOPTER	D/D	SF	FUNDING AGENCY
			PARTIES SIGNING			
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☐	☒	☒	☒	☐	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Participate in awareness	X	X	
• Form a school advisory council and commit to adopt the components; school must train a team and participate in follow-up	X	X	Support Personnel
• Administer pre/posttesting	X		
• Hire certified LD teacher and provide appropriate space and materials		X	

Adoption Expenses

START-UP COST OR RANGE: $ 500-$2,500 PER NUMBER OF PERSONS (SPECIFY): per class

MAINTENANCE COST OR RANGE: $ 300-$500 PER NUMBER OF PERSONS (SPECIFY): per class

Start-up costs vary from $500-$2,500 depending on existing resources. Training manuals are $6 per manual. Other costs: travel, lodging, and meals for two consultants providing training and for one consultant providing follow-up service. Training expenses may be paid by SF or adopter. Awareness costs may sometimes be negotiated.

Contact

Linda Wilson Bryant, Developer/Demonstrator Director; Oklahoma Child Service Demonstration Center; Hillside School; Rt. 3; Cushing, OK 74023. (918) 225-4711 or -1882.

TRAINERS LISTING

Project: OKLAHOMA CHILD SERVICE DEMONSTRATION CENTER FOR SECONDARY LD STUDENTS

Selection Process: Trainer must adopt and implement program for one year (minimum), and satisfy the requirements of the turnkey trainer certification form (available upon request).

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Bronna Merritt Asheboro, NC	1979; Prescriptive Teacher, Randolph County School District	X	X			X	X	X	X		X	X

PROJECT: OKLAHOMA CHILD SERVICE DEMONSTRATION CENTER FOR SECONDARY LD STUDENTS

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☐	☐	☐
ARKANSAS	☑	☐	☐
CALIFORNIA	☑	☐	☐
COLORADO	☐	☐	☐
CONNECTICUT	☐	☐	☐
DELAWARE	☑	☐	☐
DISTRICT OF COLUMBIA	☑	☐	☐
FLORIDA	☐	☐	☐
GEORGIA	☐	☐	☐
HAWAII	☐	☐	☐
IDAHO	☐	☐	☐
ILLINOIS	☑	☐	☐
INDIANA	☑	☐	☐
IOWA	☐	☐	☐
KANSAS	☑	☐	☐
KENTUCKY	☐	☐	☐
LOUISIANA	☐	☐	☐
MAINE	☑	☐	☐
MARYLAND	☐	☐	☐
MASSACHUSETTS	☑	☐	☐
MICHIGAN	☑	☐	☐
MINNESOTA	☐	☐	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☑	☐	☐
MONTANA	☐	☐	☐
NEBRASKA	☑	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☐	☐	☐
NEW JERSEY	☐	☐	☐
NEW MEXICO	☐	☐	☐
NEW YORK	☐	☐	☐
NORTH CAROLINA	☑	☑	☑
NORTH DAKOTA	☐	☐	☐
OHIO	☑	☐	☐
OKLAHOMA	☑	☑	☐
OREGON	☑	☐	☐
PENNSYLVANIA	☐	☐	☐
RHODE ISLAND	☐	☐	☐
SOUTH CAROLINA	☐	☐	☐
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☐	☐	☐
TEXAS	☐	☐	☐
UTAH	☐	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☑	☐	☐
WASHINGTON	☑	☑	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☐	☐	☐
WYOMING	☐	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

OMBUDSMAN

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Christine S. Jones	Education Coordinator/Ombudsman Coordinator	10%
Steve Newman	Director, Charlotte Drug Education Center	5%
Rita Arundell	Administrative Officer, Charlotte Drug Education Center	5%
Tammie Lessesne, Linda Scott	Program Counselors	3%
Ira McCain	Program Counselor	3%
Alexis Stein	Community Services Coordinator, Charlotte Drug Education Center	3%

Basic Features Adopter Needs To Put Into Operation

- The three major phases of Ombudsman (self-awareness, communications/group skills, and project/outreach) are implemented.
- Teachers use manual, Ombudsman: A Classroom Community
- Student attitudinal inventory is administered pre and post.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

A member of Charlotte Drug Education Center staff conducts the awareness session, which includes a discussion of the Charlotte Drug Education Center and its relation to Ombudsman, a brief history of drug education, an outline of the research that lead to development of Ombudsman, and descriptions of the three major phases of the program and of evaluation, training, and adoption requirements. Participants take part in activities used in Ombudsman classes. Presentation is tailored to the particular audience.

TRAINING: ( ) 1-2 DAYS (X) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

One or more members of Charlotte Drug Education Center staff conduct training, which includes the history and background of the program, the structure of Ombudsman classes, and the skills necessary to teach Ombudsman courses. Participants experience many of the activities in the three phases of the program. Program implementation and project evaluation round out training, which is best done in a large, comfortable room. Training is tailored to the age of students with whom trainees work and to trainees' particular needs.

EVALUATION:

Adopter administers the Student Attitudinal Inventory developed by the Charlotte Drug Education Center pre and post to an experimental group consisting of students in Ombudsman classes and to a control group of students not participating in Ombudsman. Adopter sends data to Magi Educational Services for analysis, and Magi sends results to Charlotte Drug Education Center and to adopter. Inventory measures movement in seven areas: rebelliousness, negative social attitudes, value of school, student-teacher relationships, family cohesiveness, self-esteem, and attitudes toward drug use.

FOLLOW-UP:

Follow-up is provided by staff members who conducted training to teachers who have taught Ombudsman for one-half of a semester. Staff visit adopter site and work with teachers for several hours, reviewing material and answering questions. Cost can be negotiated. Follow-up is also available by telephone (adopter assumes cost), and telephone consultation is available at any time for as long as necessary.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☒	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☐	☒ Single Copy	☐
CURRICULUM	☒	☒	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: A slide-tape presentation is being developed. SF will be responsible for providing the requisite equipment.

TRAINING: The individual who coordinates training in the adopter's area supplies a 16mm projector, a filmstrip projector, a tape recorder, and newsprint.

Adoption Agreement

	YES	NO
SUPPLIED BY D/D	☒	☐
WILLING TO USE SF'S	☐	☐

PARTIES SIGNING

ADOPTER	D/D	SF	FUNDING AGENCY
☒	☒	☐	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
*Attend awareness session (optional)	X	X	
*Attend training session (required)	X		
*Obtain copies of Ombudsman: A Classroom Community		X	
*At least two trained teachers carry out the program in their classrooms for one semester, administering pre/posttest and implementing the three phases of Ombudsman for no less than two hours a week	X		

Adoption Expenses

START-UP COST OR RANGE: $ ____________ PER NUMBER OF PERSONS (SPECIFY): ____________

MAINTENANCE COST OR RANGE: $ ____________ PER NUMBER OF PERSONS (SPECIFY): ____________

Training: adopter assumes cost of one or two trainers' travel and subsistence and of teacher release time if training takes place during school hours; each teacher requires a copy of the training manual, $7.50. Implementation: additional materials are available and recommended but not required; average cost, $300. Follow-up: adopter assumes cost of travel and subsistence for D/D staff providing on-site service.

Contact

Chris Jones, Coordinator; OMBUDSMAN; Charlotte Drug Education Center; 1416 E. Morehead; Charlotte, NC 28204. (704) 374-3211.

PROJECT: OMBUDSMAN

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ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES	STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐	NEBRASKA	☐	☐	☐
ALASKA	☐	☐	☐	NEVADA	☐	☐	☐
ARIZONA	☐	☐	☐	NEW HAMPSHIRE	☑	☐	☐
ARKANSAS	☐	☐	☐	NEW JERSEY	☐	☐	☐
CALIFORNIA	☐	☐	☐	NEW MEXICO	☐	☐	☐
COLORADO	☐	☐	☐	NEW YORK	☑	☐	☐
CONNECTICUT	☐	☐	☐	NORTH CAROLINA	☑	☑	☐
DELAWARE	☐	☐	☐	NORTH DAKOTA	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐	OHIO	☐	☐	☐
FLORIDA	☐	☐	☐	OKLAHOMA	☐	☐	☐
GEORGIA	☐	☐	☐	OREGON	☐	☐	☐
HAWAII	☐	☐	☐	PENNSYLVANIA	☐	☐	☐
IDAHO	☐	☐	☐	RHODE ISLAND	☐	☐	☐
ILLINOIS	☐	☐	☐	SOUTH CAROLINA	☐	☐	☐
INDIANA	☐	☐	☐	SOUTH DAKOTA	☐	☐	☐
IOWA	☐	☐	☐	TENNESSEE	☐	☐	☐
KANSAS	☐	☐	☐	TEXAS	☐	☐	☐
KENTUCKY	☐	☐	☐	UTAH	☐	☐	☐
LOUISIANA	☐	☐	☐	VERMONT	☐	☐	☐
MAINE	☐	☐	☐	VIRGINIA	☐	☐	☐
MARYLAND	☐	☐	☐	WASHINGTON	☐	☐	☐
MASSACHUSETTS	☐	☐	☐	WEST VIRGINIA	☐	☐	☐
MICHIGAN	☐	☐	☐	WISCONSIN	☐	☐	☐
MINNESOTA	☐	☐	☐	WYOMING	☐	☐	☐
MISSISSIPPI	☐	☐	☐	VIRGIN ISLANDS	☐	☐	☐
MISSOURI	☐	☐	☐	PUERTO RICO	☐	☐	☐
MONTANA	☐	☐	☐				

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PROJECT INFORMATION SHEET

Project

PEECH: Precise Early Education for Children with Handicaps

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Merle B. Karnes	Project Director: supervises management of project	10%
Marge Plecki	Assistant Director: coordinates all adoption site training	100%
Barbara Hudson	Replication Specialist: provides training and technical assistance, revises project materials	10%
Elayne Tiritilli	Replication Specialist: same as above	10%
Allen Shwedel	Evaluation Specialist: Assists with evaluation	25%
Susan McDonough	Project Trainer: trains one adoption site	on consultant schedule

Basic Features Adopter Needs To Put Into Operation

- Identification and placement
- Paraprofessional teachers
- Scheduling
- Room arrangement
- Classroom assessment
- IEPs -- parent involvement
- IEPs -- establishing goals
- Peer modeling
- Lesson planning
- Lesson presentation
- Record keeping -- children
- Behavior management
- Language programming -- systematic development
- Language programming -- expansion
- Family involvement programming
- Family involvement record keeping
- Teaming
- Staff development
- Future placement
- Evaluation

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

Overview of PEECH and adoption process (slide/tape presentations); made for teachers, school administrators, and NDN Facilitators; includes question-answer session and discussion of how program can be adapted to individual situations.

TRAINING: ( ) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS (X) LONGER (SPECIFY) see below

( ) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Two-part training: 1) six two-day visits by D/D to the adopter site to conduct needs assessment, to observe classrooms, to give workshop training on essential PEECH components, to consult with teacher, support staff, program administrators, and paraprofessional teachers, and to individualize training material for site; 2) four-day workshop at D/D site in September, to incorporate all aspects of exemplary programming for preschool handicapped children, attended by at least one adoption site staff member, preferably classroom teacher.

EVALUATION:

Pre/posttesting for child progress data using Peabody Picture Vocabulary Test, Berry VMI, Slosson Intelligence Test, and Vineland Scale of Social Maturity; tests administered by adopter. Evaluation of the adoption site based on D/D-developed evaluation instrument, the PEECH Model Components Observation Scale; objective rating scale is completed by D/D at each site visit. Pre/post needs assessment and evaluation of parent attitudes also conducted. All data analysis is responsibility of D/D.

FOLLOW-UP:

No-cost site visit by D/D during the first year following adoption. Additional assistance (phone consultation and free PEECH training materials) provided as long as necessary. Additional visits as long as necessary if requested by adopter and if adopter pays.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☐
TRAINING	☒	☐	☒	☐
EVALUATION	☒	☐	☒	☐
CURRICULUM	☒	☐	☒	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Overhead projector, Kodak carousel slide projector, Wollensak tape recorder with synchronizer for slide projector, projection screen. SF must provide at least overhead projector and screen; other assistance appreciated but not required.

TRAINING: Equipment needs vary. Slide projector, overhead projector, screen usually required. SF is not responsible for providing equipment.

Adoption Agreement

	YES	NO				
			PARTIES SIGNING			
SUPPLIED BY D/D	☒	☐	ADOPTER	D/D	SF	FUNDING AGENCY
WILLING TO USE SF'S *only in addition to D/D's	☒*	☐	☒	☒	☒	☒

Activities Adopter Should Undertake To Implement Program

	PARTICIPANTS		
ACTIVITY	TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
° Operating classroom for preschool handicapped children (ages 3-5)	X	X	
° Attending five-day training workshop at University of Illinois (ideal to have all attend)	X	optional	Paraprofessional
° One-day release time for teachers during each of six site visits	X	X	
° Pre/posttesting of children enrolled in adoption classrooms	X		Support Staff

Adoption Expenses

START-UP COST OR RANGE: $ ____________ PER NUMBER OF PERSONS (SPECIFY): ____________

MAINTENANCE COST OR RANGE: $ ____________ PER NUMBER OF PERSONS (SPECIFY): ____________

All print training materials free. Travel, meals, and lodging during site visits normally paid by the D/D. Cost for attending five-day workshop must be paid by adopter. SF can provide financial assistance. Substitute for teacher's release time assumed by adopter.

Contact

Merle B. Karnes, Director; PEECH; Institute for Child Behavior and Development; Colonel Wolfe School; 403 East Healey St.; Champaign, IL 61820. (217) 333-4890.

TRAINERS LISTING

Project: PEECH: Precise Early Education for Children with Handicaps

Selection Process: Adoption site personnel who complete successful adoption are qualified to conduct awareness workshops; replication specialist and site personnel determine who is qualified. Potential PEECH trainers must participate in all PEECH training activities and demonstrate the following: experience as a teacher of preschool handicapped children; expertise in all components of the PEECH model; good interpersonal skills; ability to observe teachers and provide objective feedback; and familiarity and experience with the administration of preschool special education programs.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Susan Mc Donough Gary, IN	Trainer since 1979; prefers training personnel for preschool handicapped, ages 3-5; effective in a large urban setting.	X	X	X	X		None			X		X

PROJECT: PEECH: Precise Early Education for Children With Handicaps

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ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☐	☐	☐
ARKANSAS	☑	☐	☐
CALIFORNIA	☐	☑	☐
COLORADO	☐	☐	☑
CONNECTICUT	☐	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☐	☑	☐
GEORGIA	☑	☐	☐
HAWAII	☐	☐	☐
IDAHO	☐	☐	☑
ILLINOIS	☐	☐	☑
INDIANA	☐	☑	☐
IOWA	☐	☐	☐
KANSAS	☐	☐	☐
KENTUCKY	☐	☐	☐
LOUISIANA	☐	☑	☐
MAINE	☐	☐	☐
MARYLAND	☐	☐	☐
MASSACHUSETTS	☐	☐	☐
MICHIGAN	☐	☐	☐
MINNESOTA	☐	☑	☑
MISSISSIPPI	☐	☐	☐
MISSOURI	☑	☐	☐
MONTANA	☐	☐	☐
NEBRASKA	☐	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☐	☐	☐
NEW JERSEY	☐	☐	☐
NEW MEXICO	☐	☐	☑
NEW YORK	☐	☐	☑
NORTH CAROLINA	☐	☐	☐
NORTH DAKOTA	☐	☐	☐
OHIO	☑	☐	☑
OKLAHOMA	☐	☐	☐
OREGON	☐	☐	☐
PENNSYLVANIA	☐	☐	☐
RHODE ISLAND	☐	☐	☑
SOUTH CAROLINA	☐	☐	☐
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☐	☐	☐
TEXAS	☐	☑	☐
UTAH	☑	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☐	☐	☐
WASHINGTON	☐	☐	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☑	☐	☐
WYOMING	☐	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

PEGASUS-PACE: Continuous Progress Reading Program: Personalized Educational Growth And Selective Utilization of Staff - Personalized Approach to Continuous Education

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Marie Sinclair	Project Director	25%
Charlotte K. Gattozzi	Curriculum Associate	75%
Denise R. Berry	Curriculum Associate	75%

Basic Features Adopter Needs To Put Into Operation

- Students' reading instruction takes place on identified instructional levels as determined by informal reading inventory.
- Individual strengths and weaknesses in reading are determined by PEGASUS-PACE Diagnostic Instruments.
- Students are grouped and subgrouped for reading instruction on the basis of charted diagnostic results.
- Systematic reading records are maintained for each student.
- A reading resource file keyed to PEGASUS-PACE objectives is utilized.
- An evaluation design is being implemented.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES ( ) 1 HOUR (X) LONGER (SPECIFY) 1½ hours

Awareness sessions, primarily lecture, are conducted by certified Second Generation Trainers or Associate Trainers. Topics include background and purposes of project development, key elements, necessary training, estimated start-up costs (including training), and materials available. In-depth awareness (one-day) is also available. Awareness demonstration training sessions conducted periodically at D/D site include classroom visitation.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS (X) LONGER (SPECIFY) See below

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Extra time needed to discuss evaluation plan with local coordinator and/or administrator. Training conducted by certified Second Generation Trainer or Associate Trainer (local training only). Participants may be teachers, administrators, paraprofessionals, supervisors, parents, NDN Facilitators, and other interested people. Training includes administration of the Sucher-Allred Informal Reading Inventory, use of PEGASUS-PACE diagnostic materials and record-keeping procedures, grouping and subgrouping for instruction, approaches to teaching reading, using the PEGASUS-PACE management system, classroom management, development of a resource file, and coding materials for the resource file. Barrett's Taxonomy and Fry's Readability graph included if time permits. Informal Reading Inventory training may be omitted if teachers are already using the Sucher-Allred. Need room suitable for 30 participants.

EVALUATION:

Adopter must provide and administer standardized tests to evaluate student gain. D/D provides D/D-developed implementation evaluation instruments. All data analyzed by D/D. Adoption Progress Report Form and/or PEGASUS-PACE Implementation Checklist determine if adopter needs are being met.

FOLLOW-UP:

Telephone conferences, project newsletter, training of Associate Trainers at D/D site (D/D provides material; adopter travel assumes costs and per diem), technical assistance for implementation, management, and evaluation of project activities, and training of second generation trainers.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☐
TRAINING	☒	☐	☐	☒
EVALUATION	☒	☐	☒	☐
CURRICULUM	☒	☒	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Overhead projector, screen, filmstrip projector, audio-cassette tape player, display tables; should be provided by SF.

TRAINING: Same as above, plus tables for participants. Video equipment (3/4" Sony color cassette or 1/2" black and white) desirable but not essential.

Adoption Agreement

	YES	NO
SUPPLIED BY D/D	☒	☐
WILLING TO USE SF'S	☐	☒

PARTIES SIGNING

ADOPTER	D/D	SF	FUNDING AGENCY
☒	☒	☒	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
°Conduct a local needs assessment; attend awareness	X	X	
°Participate in initial and follow-up training	X	X	
°Send coord. to Tuscaloosa to be certified as Assoc. Trainer	X	X	
°Obtain material, establish resource file and begin coding instructional materials; participate in staff development sessions	X	X	
°Administer placement tests (informal reading inventory)	X		
°Administer diagnostics; group, subgroup, instruct students	X		
°Maintain reading records	X		
°Evaluate success of implementation	X	X	

Adoption Expenses

START-UP COST OR RANGE: $ 1,000-$2,000 PER NUMBER OF PERSONS (SPECIFY): 20 teachers,500 students

MAINTENANCE COST OR RANGE: $ .80 PER NUMBER OF PERSONS (SPECIFY): per student per year

The start-up figure represents expenses for equipment materials and substitute fees during two and one-half days of training. The number of students, initial training costs, and method of reproducing diagnostic materials all affect the estimate. The costs of evaluation and trainer travel and per diem are additional.

Contact

Marie Sinclair, Project Director; Tuscalossa City Board of Education; 1100 21st Street, East; Tuscaloosa, AL (205) 759-5705.

PROJECT:

PEGASUS-PACE: Continuous Progress Reading Program: Personalized Educational Growth And Selective Utilization of Staff -- Personalized Approach to Continuous Education

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES	STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☑	☑	☑	NEBRASKA	☐	☐	☐
ALASKA	☐	☐	☐	NEVADA	☐	☐	☐
ARIZONA	☐	☐	☐	NEW HAMPSHIRE	☑	☐	☐
ARKANSAS	☐	☐	☐	NEW JERSEY	☐	☐	☐
CALIFORNIA	☐	☐	☐	NEW MEXICO	☐	☐	☐
COLORADO	☑	☐	☐	NEW YORK	☑	☐	☐
CONNECTICUT	☐	☐	☐	NORTH CAROLINA	☑	☑	☑
DELAWARE	☐	☐	☐	NORTH DAKOTA	☐	☐	☐
DISTRICT OF COLUMBIA	☑	☐	☐	OHIO	☑	☐	☐
FLORIDA	☐	☐	☐	OKLAHOMA	☐	☐	☐
GEORGIA	☑	☐	☑	OREGON	☐	☐	☐
HAWAII	☐	☐	☐	PENNSYLVANIA	☐	☐	☐
IDAHO	☐	☐	☐	RHODE ISLAND	☑	☐	☑
ILLINOIS	☑	☑	☑	SOUTH CAROLINA	☑	☐	☐
INDIANA	☑	☐	☑	SOUTH DAKOTA	☐	☐	☐
IOWA	☐	☐	☐	TENNESSEE	☐	☐	☐
KANSAS	☑	☐	☑	TEXAS	☑	☑	☑
KENTUCKY	☑	☐	☐	UTAH	☐	☐	☐
LOUISIANA	☐	☐	☐	VERMONT	☐	☐	☐
MAINE	☑	☐	☑	VIRGINIA	☐	☐	☐
MARYLAND	☐	☐	☐	WASHINGTON	☐	☐	☐
MASSACHUSETTS	☐	☐	☐	WEST VIRGINIA	☑	☐	☐
MICHIGAN	☑	☐	☐	WISCONSIN	☐	☐	☐
MINNESOTA	☐	☐	☐	WYOMING	☑	☐	☑
MISSISSIPPI	☐	☐	☐	VIRGIN ISLANDS	☑	☐	☐
MISSOURI	☑	☐	☐	PUERTO RICO	☐	☐	☐
MONTANA	☐	☐	☐				

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PROJECT INFORMATION SHEET

Project

PEOPEL: Physical Education Opportunity Program for Exceptional Learners

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Ed Long	Director	20%
Larry Irmer	Coordinator	75%
Gary Glasenapp	Teacher Specialist	10%
Benita Odenkirk	Teacher Specialist	10%

Basic Features Adopter Needs To Put Into Operation

Successful PEOPEL adoptions include student aide (peer-tutor) orientation prior to enrollment in PEOPEL class with exceptional learners, peer-teaching -- every PEOPEL (exceptional) student has a partner (peer-tutor) during class-time, no more than 30 students per PEOPEL class (15 students + 15 peer-tutors), use of PEOPEL Teacher's Guide and Student Evaluation Charts, physical fitness pre/posttesting and P.E. Attitude Survey pre/post testing.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

D/D presents key elements of PEOPEL to school or district administrators, physical and special education teachers, counselors, school nurse, and support personnel. The presentation incorporates lecture, audio-visual presentations, and simulation/demonstration. Topics include explanations of the Federal Public Law 94-142 as it relates to P.E. for the handicapped; and PEOPEL peer-teaching as an effective means to meet the needs of students as well as the requirements and intent of legislation.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Training is primarily for personnel responsible for PEOPEL teaching and student evaluation. A "team" from each school (administrator, counselor, special education chairman, school nurse, registrar, and PEOPEL/physical education teachers) participate in start-up training. Topics include all administrative and teaching activities necessary for a successful and sustained PEOPEL adoption. A classroom and small-group participation and demonstration area and audio-visual equipment are required. Training can be adapted to the local situation.

EVALUATION:

Measure student progress by: Physical Fitness Pre-Post Test, Physical Education Attitude Survey Pre-Post. D/D recommends that adopter use D/D tests and survey which are based on those from the American Alliance of Health, Physical Education and Recreation and modified for the D/D program. Adopter must administer tests and survey; D/D analyzes data from the pre/posttests.

Either adopter or D/D completes PEOPEL Monitor Checklist to evaluate adoption.

FOLLOW-UP:

Follow-up provided by D/D includes phone, mail, and site visits as long as necessary, to ensure a successful and sustained PEOPEL adoption. Costs are shared by adopter and D/D.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☒	☐	☐
TRAINING	☒	☐	☒	☐
EVALUATION	☒	☐	☒	☐
CURRICULUM	☒	☐	☒	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Wollensak Slide/Tape Synch Unit and 3/4-inch VTR U-Matic Format with color monitor; school or SF must provide.

TRAINING: Wollensak Slide/Tape Synch Unit, 3/4-inch VTR U-Matic Format with color monitor, overhead projector, chalkboard, extension cord.

Adoption Agreement

	YES	NO	PARTIES SIGNING			
			ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☐	☐	☒	☒	☒	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER		ADMINISTRATOR		OTHER (SPECIFY)
• Attend awareness	X	or	X	or	X
• Undertake needs assessment	X		X		
• Participate in staff training	X		X		X
• Participate in follow-up training	X		X		
• Secure PEOPEL curriculum materials	X				
• Administer pre/posttests and surveys	X				

Adoption Expenses

START-UP COST OR RANGE: $ 450 (approximate) PER NUMBER OF PERSONS (SPECIFY): 6 persons attending staff training

MAINTENANCE COST OR RANGE: $ 3,000 PER NUMBER OF PERSONS (SPECIFY): classroom

There are no additional expenses for equipment or materials. Staff training expenses are for substitute teachers and release time and travel for one trainer. SF, school, and D/D may negotiate and share costs. Program maintenance is calculated on a 30:1 student:teacher ratio at a salary of $15,000, .2FTE/year.

Contact

Ed Long, Director; Project PEOPEL; Phoenix Union High School System; 2526 W. Osborn Rd.; Phoenix, AZ 85017. (602) 257-3034.

TRAINERS LISTING

Project: PEOPEL: Physical Education Opportunity Program for Exceptional Learners

Selection Process: Trainers must have successfully implemented PEOPEL in their school or district or have been involved in implementation and maintenance, must attend PEOPEL start-up staff training session conducted by D/D, must meet with SF to become familiar with NDN, SF projects, D/D project, awareness, training, evaluation, and follow-up procedures and responsibilities.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Cathy Miller Northglenn, CO	Summer 1980; will train in urban/suburban/rural, small or large groups, teachers and administrators, middle, secondary, or postsecondary levels.	X	X	X	X	X		X	X		X	X
Tom Mordue Northglenn, CO	SAME AS ABOVE	X	X	X	X	X		X	X		X	X

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PROJECT: PEOPEL: Physical Education Opportunity Program for Exceptional Learners

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES	STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐	NEBRASKA	☐	☐	☐
ALASKA	☐	☐	☐	NEVADA	☐	☐	☐
ARIZONA	☑	☐	☐	NEW HAMPSHIRE	☐	☐	☐
ARKANSAS	☑	☐	☐	NEW JERSEY	☐	☐	☐
CALIFORNIA	☐	☐	☐	NEW MEXICO	☐	☐	☐
COLORADO	☑	☑	☑	NEW YORK	☐	☐	☐
CONNECTICUT	☐	☐	☐	NORTH CAROLINA	☐	☐	☐
DELAWARE	☐	☐	☐	NORTH DAKOTA	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐	OHIO	☐	☐	☐
FLORIDA	☐	☐	☐	OKLAHOMA	☑	☐	☐
GEORGIA	☐	☐	☐	OREGON	☑	☐	☐
HAWAII	☐	☐	☐	PENNSYLVANIA	☐	☐	☐
IDAHO	☑	☐	☐	RHODE ISLAND	☐	☐	☐
ILLINOIS	☐	☐	☐	SOUTH CAROLINA	☐	☐	☐
INDIANA	☐	☐	☐	SOUTH DAKOTA	☐	☐	☐
IOWA	☐	☐	☐	TENNESSEE	☐	☐	☐
KANSAS	☐	☐	☐	TEXAS	☑	☐	☐
KENTUCKY	☐	☐	☐	UTAH	☐	☐	☐
LOUISIANA	☐	☐	☐	VERMONT	☐	☐	☐
MAINE	☐	☐	☐	VIRGINIA	☐	☐	☐
MARYLAND	☐	☐	☐	WASHINGTON	☐	☐	☐
MASSACHUSETTS	☐	☐	☐	WEST VIRGINIA	☐	☐	☐
MICHIGAN	☐	☐	☐	WISCONSIN	☐	☐	☐
MINNESOTA	☐	☐	☐	WYOMING	☐	☐	☐
MISSISSIPPI	☐	☐	☐	VIRGIN ISLANDS	☐	☐	☐
MISSOURI	☐	☐	☐	PUERTO RICO	☐	☐	☐
MONTANA	☐	☐	☐				

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PROJECT INFORMATION SHEET

Project

PERCEPTION+

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Arlene K. Schor	Director	10%
Edward A. Tittel, Jr.	Project Disseminator/Trainer	100%

Basic Features Adopter Needs To Put Into Operation

- Use of Perception+ instructional materials as prescribed, including Knobler Perceptual Development Series pre/posttest
- Administer Perception+ lessons at least three times per week
- No lesson exceeds 15 minutes duration.
- Use of Perception+ by at least one teacher in one classroom in one school

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

Awareness presentations are lectures with slight audience participation. Presentation covers philosophy, methods implications, implementation needs, and procedures of the program.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Training takes 2-4 hours. (D/D prefers that training be scheduled when demonstration lessons may be given in addition to the regular training.) Participants are the teachers and administrators involved in the implementation. Training covers program philosophy and outcomes, role of the teacher, evaluation procedures, classroom organization, student needs, materials, lesson presentation, variations. Instructional filmstrip-tape is available for minimum training if training by D/D is not economically feasible.

EVALUATION:

Adopter must use the Knobler Perceptual Development Series pre/posttest provided by the D/D. Tests indicates a growth differential in perceptual development and has received national validation. The D/D uses project prepared Knobler Perceptual Development Series. Adopter must administer test and report results to the D/D. D/D assists in scoring. D/D is willing to do data analysis. Adoptor must administer pre and posttest. In addition, status of adoption is evaluated by two questionnaires completed by the classroom teachers.

FOLLOW-UP:

Follow-up is provided. Adopter may request site visit by D/D for monitoring evaluation, retraining, demonstration, or technical assistance (D/D assumes expenses only if adopter cannot and if D/D funds permit).

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☐	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☐	☒	☐
CURRICULUM	☒	☒	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Room suitable for lecture presentation, chalkboard or easel with pad or paper, overhead projector optional.

TRAINING: Same as above.

Adoption Agreement

	YES	NO
SUPPLIED BY D/D	☒	☐
WILLING TO USE SF'S	☒	☐

PARTIES SIGNING

ADOPTER	D/D	SF	FUNDING AGENCY
☒	☒	☐	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Attend initial training	X	X	
• Assess materials needs and seccure materials		X	
• Administer pretest	X		
• Implement Perception+ lessons	X		
• Respond to midwinter and spring questionnaires	X		
• Monitor Program		X	D/D, SF
• Administer posttest and send results to D/D	X		
• Evaluate program and retrain if necessary	X	X	D/D, SF

Adoption Expenses

START-UP COST OR RANGE: $ 88 plus staff training PER NUMBER OF PERSONS (SPECIFY): 25-student classroom

MAINTENANCE COST OR RANGE: $ 28 plus retraining expenses PER NUMBER OF PERSONS (SPECIFY): per classroom

Start up cost represents cost of one instructional kit ($30), cost of ditto paper for daily and weekly worksheets (3 reams, $12), Beginners' pencils (gross, $16), and 25 optional lap boards, 1/4" x 18" x 24" hardboard, ($30). Cost of training includes only D/D travel expenses, meals, and one nights lodging. Maintenance cost represents resupply of ditto paper and pencils ($28) and any retraining.

*Staff training expenses
*Retraining expenses

Contact

Arlene Schor, Director, or Edward Tittel, Project Disseminator; PERCEPTION+; Union Township Board of Education; 2369 Morris Ave.; Union, NJ 07083. (201) 688-1200, ext. 257 or 288.

TRAINERS LISTING

Project: PERCEPTION+

Selection Process: Trainers must be associated with an LEA or SF, have had a minimum of one-year experience with PERCEPTION+ if associated with an LEA, have approval of SF, have thorough knowledge of and be committed to the philosophy and rationale of the program, be certified by the project staff to ensure adequate knowledge and presentation ability before first presentation. SFs may be trainers if adoptions have functioned successfully in their states for at least one year.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
	Trainers have no preference as to size or composition of audience.											
Mary Hoffman Doty Longmont, CO	Winter 1979	X	X		X	X	X	X	X		X	X
Jolene Schultz Columbia, MO	Winter 1977	X	X		X	X	X	X	X		X	X
Leroy Hendricks Mt. Pleasant, TX	Fall 1976	X	X		X	X	X	X	X		X	X
Jack Shelton Amarillo, TX	Summer 1979	X	X		X	X	X	X	X		X	X
Della Whatley Waco, TX	Fall 1976	X	X		X	X	X	X	X		X	X
Charlene Stogsdill Cheyene, WY	Winter 1978	X	X		X	X	X	X	X		X	X

PROJECT: PERCEPTION+

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☑	☐	☐
ARKANSAS	☐	☐	☐
CALIFORNIA	☑	☐	☐
COLORADO	☑	☐	☑
CONNECTICUT	☑	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☑	☐	☐
FLORIDA	☑	☐	☐
GEORGIA	☑	☐	☐
HAWAII	☐	☐	☐
IDAHO	☐	☐	☐
ILLINOIS	☑	☐	☐
INDIANA	☑	☐	☐
IOWA	☑	☐	☐
KANSAS	☑	☐	☐
KENTUCKY	☑	☐	☐
LOUISIANA	☑	☐	☐
MAINE	☑	☐	☐
MARYLAND	☐	☐	☐
MASSACHUSETTS	☑	☐	☐
MICHIGAN	☑	☐	☐
MINNESOTA	☐	☐	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☑	☐	☑
MONTANA	☑	☐	☐
NEBRASKA	☑	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☑	☐	☐
NEW JERSEY	☑	☑	☐
NEW MEXICO	☑	☐	☐
NEW YORK	☑	☐	☐
NORTH CAROLINA	☑	☐	☐
NORTH DAKOTA	☑	☐	☐
OHIO	☑	☐	☐
OKLAHOMA	☐	☐	☐
OREGON	☑	☐	☐
PENNSYLVANIA	☑	☐	☐
RHODE ISLAND	☐	☐	☐
SOUTH CAROLINA	☐	☐	☐
SOUTH DAKOTA	☑	☐	☐
TENNESSEE	☑	☐	☐
TEXAS	☑	☐	☑
UTAH	☐	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☐	☐	☐
WASHINGTON	☑	☐	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☐	☐	☐
WYOMING	☑	☐	☑
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

PHILADELPHIA FOLLOW THROUGH BEHAVIOR ANALYSIS RESOURCE CENTER (BARC)

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Roger Huyett	Coordinator: coordinates Center activities	100%
Sandra Moore	Trainer: provides training	100%
Edna Joyner	Data Clerk: monitors pupil progress	100%
Linda Brown	Secretary: handles dissemination materials	100%
	K-3 Demonstration Teachers (four): demonstrate program, assist in training	100%

Basic Features Adopter Needs To Put Into Operation

Adopter must have all, several, or one of the features listed below:

- Behavior modification techniques in use
- Small-group individualized instruction during the teaching of basic skills
- Nonprofessional staff assisting in basic skill instruction
- Individual pupil progress monitored

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES ( ) 1 HOUR (X) LONGER (SPECIFY) 2 hours

- Introduction to the Understanding of Human Behavior (lecture, audience participation/role playing: one-half hour
- Awareness of Training Program (slide presentation with programmed workbooks, team learning, discussion groups, role play, workshops): one and a half hours; presentation is adjusted depending on whether parents, teachers or administrators are part of the audience.

TRAINING: (X) 1-2 DAYS (X) 3-4 DAYS (X) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Time spent depends on site needs. Participants: D/D coordinator, trainer, and/or demonstration teacher; Adopting administrator, support personnel (supervisor, curriculum specialist, etc.), teachers, paraprofessionals, and/or parents. Topics covered depend on site needs; topics include human behavior, behavior modification, reinforcement strategies, learning styles, curriculum development, instructional strategies, room arrangement, monitoring pupil progress, aide and/or parent involvement. Enrichment workshops are available. Facility needed: workshop area with movable furniture.

EVALUATION:

- Use D/D developed attitudinal measures and staff assessment measures
- Use classroom observation data to determine level of program implementation
- Use any standardized test already being used in the adopting school district to gather pupil achievement data (preferably on a pre/post basis)
- Data analyses conducted by D/D (free of charge)

FOLLOW-UP:

D/D conducts on-site visits for the purpose of observation, demonstration, consultation. First year: monthly, at no cost to adopter; second year: alternate months, costs shared.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☐
TRAINING	☒	☐	☒	☐
EVALUATION	☒	☐	☒	☐
CURRICULUM	☒	☐	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Carousel slide projector, cassette player.

TRAINING: Same as above; also a room with movable furniture. Training manuals are provided at no cost.

Adoption Agreement

	YES	NO
SUPPLIED BY D/D	☒	☐
WILLING TO USE SF'S	☒	☐

PARTIES SIGNING

ADOPTER	D/D	SF	FUNDING AGENCY
☒	☒	☒	☒

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	 ADMINISTRATOR	 OTHER (SPECIFY) Support Personnel, Nonprofessionals
• Attend awareness session	X	X	
• Undertake needs assessment, participate in training	X	X	X
• Enter negotiations concerning curriculum materials and staffing patterns		X	
• Provide standardized test data or existing school district data	X		

Adoption Expenses

START-UP COST OR RANGE: $ ____________ PER NUMBER OF PERSONS (SPECIFY): ____________

MAINTENANCE COST OR RANGE: $ ____________ PER NUMBER OF PERSONS (SPECIFY): ____________

Equipment and curriculum materials already found in most classrooms can be used. An adopter incurs additional costs only if classroom staff is added or if the adopter uses programmed curriculum materials. D/D can adapt existing curriculum materials to the program.

Contact

Leontine D. Scott, Director, or Roger Huyatt, Coordinator; Follow Through Programs; Room 510, Administration Building; School District of Philadelphia; 21st and Parkway; Philadelphia, PA 19103. (215) 299-7659 or 232-2040 or -2041.

PROJECT INFORMATION SHEET

Project

PIMA COUNTY DEVELOPMENTAL CAREER GUIDANCE PROJECT

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Joyce McKay	Project Director	5%
To be hired	Associate Director for School/Community Services	15%
Barbara Hanson	Program Manager for D/D Grant: grant activities and requirements, awareness, training	100%

Basic Features Adopter Needs To Put Into Operation

Classroom infusion of career guidance activities for self-awareness, decision making, and career awareness into existing curriculum, for using program's techniques and audio-visual materials. Staff training for administrators, teachers, and counselors; training is in career guidance techniques and strategies and is intended for both personal and professional growth. Community involvement includes community representatives as classroom resource speakers, visits to work sites, work experience for students and educators, and activities for involving parents. Administrative support, evidenced by both words and actions, for a career guidance program. Evaluation using instruments that can measure the impact of a career guidance program on students and to what degree teachers, administrators, and community representatives are involved.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

Awareness adjusted to each audience. Topics include an overview of the original project and the program's impact on students. A brief slide presentation about the project can be used. Audience participation simulates adoption training activities. Audio-visual materials that illustrate career guidance are shown and adoption activities and costs outlined.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Training can be for grades K-12, K-6, K-8, 7-8, 7-12, or 9-12. Participants include teachers, counselors, and at least one administrator per adopting school. Community members and parents are welcome. Participants limited to 40. A minimum of two D/D staff members serve as trainers. Initial adoption training is experiential. Topics include career guidance rationale and skill development using program activities and materials. Focus of training is on infusion of career guidance into existing subject areas. Library or teacher resource center most suitable. Tables, moveable desks and chairs, blackboard, and AV equipment should be available. Level of instruction depends on previous knowledge and experience of adopter's staff.

EVALUATION:

Adopter must use D/D Career Test to measure student gains and attitude change. Treatment and control groupings should be used to posttest. D/D analyzes posttest data. Evaluation done only when program has been implemented for 18 weeks or longer.

FOLLOW-UP:

Adopter may request oral or written technical assistance for cooperative planning for program improvement or program assessment. If not requested D/D suggests this service at least every 6 months. Advanced skill development and training can occur no sooner than 18 weeks after implementation. Follow-up services are provided for up to one year if D/D funds permit. Follow-up costs are negotiable.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☒	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☒	☐	☐
CURRICULUM	☒	☒	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Overhead projector, slide carousel, cassette tape recorder, blackboard, screen, display table; sometimes 16mm sound film projector with take-up reel also required. Prefer room with moveable chairs and desks and/or tables.

TRAINING: Same as above, plus filmstrip projector, two or three extension cords, butcher paper, marking pens, straight pins, masking tape, scrap or blank paper. Prefer library or resources room with moveable desks, chairs, and tables. Adopter must reproduce copy or training manual for each participant (approximately $10 per participant) and should display the suggested D/D or commercially developed career guidance resource materials.

Adoption Agreement

	YES	NO
SUPPLIED BY D/D	☒	☐
WILLING TO USE SF'S	☒	☐

PARTIES SIGNING

ADOPTER	D/D	SF	FUNDING AGENCY
☒	☒	☒	☒

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Attend awareness session, visit D/D site, or be in communication with D/D	X	X	Counselor(s)
• Complete adoption agreement		X	Counselor or Contact
• Identify contact person to serve as liaison with D/D and complete "contact person" questionnaire	X	X	Counselor(s)
• Secure required career guidance materials		X	
• Participate in initial training, follow-up training and/or local career guidance inservice training; administer student posttest; monitor staff involvement in career guidance program	X	X	Counselor or Contact

Adoption Expenses

START-UP COST OR RANGE: $ 3,000-$5,000 PER NUMBER OF PERSONS (SPECIFY): per school or district

MAINTENANCE COST OR RANGE: $ 500-$2,500 PER NUMBER OF PERSONS (SPECIFY): per school or district

Awareness: All transportation and per diem for one D/D staff member to travel is negotiable. Adopter pays (all) own costs to D/D site.
Training: All transportation and per diem expenses for two trainers, $1,500 - $2,000; $100 per day consultant fee per trainer ($400); Training manual, $10 per participant ($400); commercial or D/D-produced career guidance material, $250-$500; room and AV equipment rentals; stipends or substitutes for participants.
Evaluation: $5 per student or $500 minimum.
Follow-up: new materials, additional training (negotiable).

Contact

Barbara Hanson, Program Manager; Pima County Developmental Career Guidance Project; 545 N. Camino Seco; Tucson, AZ 85710.

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES	STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐	NEBRASKA	☐	☐	☐
ALASKA	☐	☐	☐	NEVADA	☐	☐	☐
ARIZONA	☐	☑	☐	NEW HAMPSHIRE	☐	☐	☐
ARKANSAS	☑	☐	☐	NEW JERSEY	☐	☐	☐
CALIFORNIA	☐	☐	☐	NEW MEXICO	☐	☐	☐
COLORADO	☐	☐	☐	NEW YORK	☐	☐	☐
CONNECTICUT	☐	☐	☐	NORTH CAROLINA	☐	☐	☐
DELAWARE	☐	☐	☐	NORTH DAKOTA	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐	OHIO	☐	☐	☐
FLORIDA	☐	☐	☐	OKLAHOMA	☐	☐	☐
GEORGIA	☐	☐	☐	OREGON	☐	☐	☐
HAWAII	☐	☐	☐	PENNSYLVANIA	☐	☐	☐
IDAHO	☐	☐	☐	RHODE ISLAND	☐	☐	☐
ILLINOIS	☐	☐	☐	SOUTH CAROLINA	☐	☐	☐
INDIANA	☑	☐	☐	SOUTH DAKOTA	☐	☐	☐
IOWA	☐	☐	☐	TENNESSEE	☐	☐	☐
KANSAS	☐	☐	☐	TEXAS	☐	☐	☐
KENTUCKY	☐	☐	☐	UTAH	☐	☐	☐
LOUISIANA	☐	☐	☐	VERMONT	☐	☐	☐
MAINE	☐	☐	☐	VIRGINIA	☑	☐	☐
MARYLAND	☐	☐	☐	WASHINGTON	☑	☐	☐
MASSACHUSETTS	☐	☐	☐	WEST VIRGINIA	☐	☐	☐
MICHIGAN	☐	☐	☐	WISCONSIN	☐	☐	☐
MINNESOTA	☐	☐	☐	WYOMING	☐	☐	☐
MISSISSIPPI	☐	☐	☐	VIRGIN ISLANDS	☐	☐	☐
MISSOURI	☐	☐	☐	PUERTO RICO	☐	☐	☐
MONTANA	☐	☐	☐				

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PROJECT: PIMA COUNTY DEVELOPMENTAL CAREER GUIDANCE PROJECT

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PROJECT INFORMATION SHEET

Project

POLLUTION CONTROL EDUCATION CENTER -- PRIORITY ONE: ENVIRONMENT

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Charles Murphy	Project Director	10%
Karen Fuko	D/D	100%
Judy Hartjen	Project Secretary	100%

Basic Features Adopter Needs To Put Into Operation

Information not verified.

Services/Resources

AWARENESS: ( ) 1/2 HOUR (X) 45 MINUTES ( ) 1 HOUR ( ) LONGER (SPECIFY)

Introductory brochures are distributed and units, program implementation, and evaluation design described.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

The suggested topics for a one-day workshop are: goals of the program, instructional objectives, use of student materials, integration of visuals, experiment demonstration, techniques, use of tests, evaluating results, and reporting program outcomes.

EVALUATION:

Pre/posttests on the instructional objectives are included in each unit. The D/D analyzes student test data and provides the adopter with three copies of the analysis.

FOLLOW-UP:

Two visits and an unlimited number of telephone calls are provided to adopters. Training and consultation sites are arranged for each adopter.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☒	☒
TRAINING	☒	☐	☒	☒
EVALUATION	☒	☐	☒	☒
CURRICULUM	☒	☒	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Provided by D/D.

TRAINING: Overhead projector, cassette tape recorder; adopter must provide equipment. D/D supplies curriculum materials.

Adoption Agreement

	YES	NO	PARTIES SIGNING ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☐	☐				
WILLING TO USE SF'S	☐	☐	☐	☐	☐	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Attend awareness	X	X	Curric. Coord.
• Attend training, conduct pre/posttesting, secure required materials	X		
• Participate in follow-up	X	X	

Adoption Expenses

START-UP COST OR RANGE: $ ______ PER NUMBER OF PERSONS (SPECIFY): ______

MAINTENANCE COST OR RANGE: $ ______ PER NUMBER OF PERSONS (SPECIFY): ______

Information not verified.

Contact

Charles Murphy, Director, or Karen Fuko, Project Disseminator; Priority One Environment; Pollution Control Education Center; 2369 Morris Ave.; Union, NJ 07083. (201) 688-1200.

PROJECT: POLLUTION CONTROL EDUCATION CENTER -- PRIORITY ONE: ENVIRONMENT

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES	STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☑	☐	☐	NEBRASKA	☐	☐	☐
ALASKA	☑	☐	☐	NEVADA	☐	☐	☐
ARIZONA	☑	☐	☐	NEW HAMPSHIRE	☑	☐	☐
ARKANSAS	☐	☐	☐	NEW JERSEY	☑	☑	☐
CALIFORNIA	☑	☐	☐	NEW MEXICO	☑	☐	☐
COLORADO	☑	☐	☐	NEW YORK	☑	☐	☐
CONNECTICUT	☐	☐	☐	NORTH CAROLINA	☑	☐	☐
DELAWARE	☑	☐	☐	NORTH DAKOTA	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐	OHIO	☑	☐	☐
FLORIDA	☑	☐	☐	OKLAHOMA	☑	☐	☐
GEORGIA	☑	☐	☐	OREGON	☑	☐	☐
HAWAII	☑	☐	☐	PENNSYLVANIA	☑	☐	☐
IDAHO	☑	☐	☐	RHODE ISLAND	☐	☐	☐
ILLINOIS	☑	☐	☐	SOUTH CAROLINA	☐	☐	☐
INDIANA	☑	☐	☐	SOUTH DAKOTA	☐	☐	☐
IOWA	☑	☐	☐	TENNESSEE	☑	☐	☐
KANSAS	☑	☐	☐	TEXAS	☑	☐	☐
KENTUCKY	☑	☐	☐	UTAH	☐	☐	☐
LOUISIANA	☐	☐	☐	VERMONT	☐	☐	☐
MAINE	☑	☐	☐	VIRGINIA	☑	☐	☐
MARYLAND	☑	☐	☐	WASHINGTON	☐	☐	☐
MASSACHUSETTS	☑	☐	☐	WEST VIRGINIA	☑	☐	☐
MICHIGAN	☑	☐	☐	WISCONSIN	☑	☐	☐
MINNESOTA	☐	☐	☐	WYOMING	☑	☐	☐
MISSISSIPPI	☑	☐	☐	VIRGIN ISLANDS	☐	☐	☐
MISSOURI	☐	☐	☐	PUERTO RICO	☑	☐	☐
MONTANA	☑	☐	☐				

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PROJECT INFORMATION SHEET

Project

THE PORTAGE PROJECT: A Home Approach to the Early Education of Handicapped Children

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
David Shearer	Director	6%
Neal Schortinghuis	Co-Director	20%
Alma Frohman	Training Specialist	66%

Basic Features Adopter Needs To Put Into Operation

- Parent is the child's prime teacher.
- Ongoing assessment ensures that child and parent can accomplish one learning objective per week.
- Written activity chart shows what to teach; where, when, and how to teach it; materials needed; and procedures for correction and reinforcement.
- Home teacher models new learning activity for parent on weekly visit, records child's progress on behavioral log.
- Weekly inservice increases teacher skills through discussion and solution of problems encountered.
- D/D staff evaluator and adopter jointly develop design for ongoing evaluation.

Services/Resources

AWARENESS: ( ) 1/2 HOUR (X) 45 MINUTES ( ) 1 HOUR ( ) LONGER (SPECIFY)

Lecture and slide-tape presentation are used to provide an overview of the Portage Home Teaching Model and methods and procedures for adopting the model.

TRAINING: ( ) 1-2 DAYS (X) 3-4 DAYS (X) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Length of training is determined by needs assessment. Lectures, videotapes, and audience participation, including role playing and worksheets, are used to train teachers and a master teacher in specifics of implementing the Home Teaching Model.

EVALUATION:

Evaluation is designed to each adopter's needs. Adopter administers standardized instrument approved by D/D. (Many sites use the Alpern-Boll Developmental Profile.) Adopter and D/D share responsibility for data analysis.

FOLLOW-UP:

D/D staff make at least one and sometimes two adopter-site visits during the first year to accompany home trainers on home visits, assist local project director in use of logging system, participate in local inservice and staffings, and discuss problems encountered in working with parents and children. Consultation by telephone and mail is available as needed.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☐	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☒	☐	☐
CURRICULUM	☐	☐	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: SF or requester supplies Kodak carousel slide projector, cassette tape recorder, and overhead projector. D/D can supply if necessary.

TRAINING: Adopter supplies 3/4-inch video cassette recorder, Kodak carousel slide projector, and cassette tape recorder. (D/D can supply if necessary.)

Adoption Agreement

	YES	NO	PARTIES SIGNING			
			ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☐	☒	☒	☒	☐	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS		
	TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Express need for and commitment to replication of Portage Home Teaching Model, conduct needs assessment, and sign training and technical assistance contract with D/D		X	
• Participate in training	X		Master Teacher
• Participate in follow-up visits, consultation, and support and conduct ongoing evaluation of program implementation and child progress	X	X	

Adoption Expenses

START-UP COST OR RANGE: $ 1,200 PER NUMBER OF PERSONS (SPECIFY): per child

MAINTENANCE COST OR RANGE: $ same PER NUMBER OF PERSONS (SPECIFY):

Maintenance cost includes teacher salaries and transportation for home teachers.

Contact

David Shearer, Director, or Neal Schortinghuis, Co-Director; The Portage Project; 412 E. Slifer St.; P.O. Box 564; Portage, WI 53901. (608) 742-5342.

PROJECT INFORMATION SHEET

Project

POSITIVE ALTERNATIVES TO STUDENT SUSPENSIONS (PASS): A Validated Pupil Personnel Services Demonstration Project

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Ralph Bailey	Director, Trainer	10%
John C. Kackley	Supervisor, Trainer	100%

Basic Features Adopter Needs To Put Into Operation

- Time-out room (crisis intervention program)
- School and home survival course (remedial group counseling program)
- Humanistic activities in the regular classroom (prevention program in the classroom)

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES ( ) 1 HOUR (X) LONGER (SPECIFY) 2 hours

Lecture and audience participation are used to present a complete background on the program and information on how the program was validated, how the program can be set up in a regular school system, how the program can be financed and how to head off problems. People in decision-making positions (principals, deans, guidance counselors, superintendents, etc.) should attend.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Two-day training is conducted at adopter site. Trainees include teachers, guidance counselors, deans or assistant principals, principals, superintendents, school board members, and, if willing, parents and time-out room teacher. As many as 100 people can be trained at one time.

EVALUATION:

Adopting school's suspension rate is compared pre and post. Adopter may use SF's evaluation forms if approved by D/D. Adopter may administer test.

FOLLOW-UP:

One-day follow-up is available if problems develop after the project has started and at the end of the first year. Also, training is available for new personnel. Adopter assumes all costs.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☒	☐	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☒	☐	☐
CURRICULUM	☐	☐	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: D/D provides handout materials at no cost.

TRAINING: Adopter site provides large room with moveable furniture, 16mm projector, rolling chalkboard, and PASS Process and Content Manual.

Adoption Agreement

	YES	NO
SUPPLIED BY D/D	☐	☐
WILLING TO USE SF'S	☒	☐

PARTIES SIGNING

ADOPTER	D/D	SF	FUNDING AGENCY
☒	☒	☒	☒

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Attend awareness session	X	X	Superintendent
• Participate in training	X	X	Superintendent
• Conduct evaluation		X	
• Participate in follow-up	X	X	

Adoption Expenses

START-UP COST OR RANGE: $ ____________ PER NUMBER OF PERSONS (SPECIFY): ____________

MAINTENANCE COST OR RANGE: $ ____________ PER NUMBER OF PERSONS (SPECIFY): ____________

Start-up costs include salary of time-out room teacher and training. Maintenance cost consists only of time-out room teacher's salary. Materials used are those found in most classrooms. Supplementary materials cost approximately $200.

Contact

John C. Kackley, Supervisor/Consultant; Project PASS: Pupil Personnel Services Demonstration Project; Euclid Center; 1015 Tenth Avenue North; St. Petersburg, FL 33705. (813) 822-0158 or -0230.

TRAINERS LISTING

Project: POSITIVE ALTERNATIVES TO STUDENT SUSPENSIONS (PASS): A Validated Pupil Personnel Services Demonstration Project

Selection Process: Trainers have advanced training in transactional analysis, reality therapy, values clarification, and behavior modification. They know how to set up and run a time-out room. They understand and use D/D-developed concepts of the School Survival Course and humanistic activities in the classroom.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Ed Combs West Lafayette, IN	Fall 1978; Special Projects Director; urban/suburban, small groups, teachers/administrators, middle school/junior high	X	X		X	X	X	X	X		X	X
Ray LaBoeuf Houma, LA	Fall 1979; Child Welfare and Attendance Supervisor; suburban/rural, small groups, teachers/adminstrators, secondary	X	X		X	X	X	X	X		X	X
Eleanor Peck Rochester, NY	Fall 1979; NDN Regional Facilitator; urban/suburban, small groups, teachers/administrators, middle school/junior high	X	X		X	X	X	X	X		X	X
Larry Halter Portland, OR	Spring 1980; Special Projects Director; urban/suburban, small groups, teachers/adminstrators, middle school/junior high	X	X		X	X	X	X	X		X	X

PROJECT: POSITIVE ALTERNATIVES TO STUDENT SUSPENSIONS (PASS): A Validated Pupil Personnel Services Demonstration Project

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ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☑	☑	☐
ALASKA	☐	☐	☐
ARIZONA	☐	☐	☐
ARKANSAS	☐	☐	☐
CALIFORNIA	☐	☐	☐
COLORADO	☑	☑	☐
CONNECTICUT	☑	☐	☐
DELAWARE	☑	☑	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☑	☑	☐
GEORGIA	☐	☐	☐
HAWAII	☐	☐	☐
IDAHO	☐	☐	☐
ILLINOIS	☐	☐	☐
INDIANA	☑	☑	☑
IOWA	☑	☐	☐
KANSAS	☑	☑	☐
KENTUCKY	☑	☐	☐
LOUISIANA	☑	☑	☑
MAINE	☑	☐	☐
MARYLAND	☐	☐	☐
MASSACHUSETTS	☐	☐	☐
MICHIGAN	☐	☐	☐
MINNESOTA	☐	☐	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☐	☐	☐
MONTANA	☐	☐	☐
NEBRASKA	☐	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☐	☐	☐
NEW JERSEY	☐	☐	☐
NEW MEXICO	☐	☐	☐
NEW YORK	☑	☑	☑
NORTH CAROLINA	☑	☑	☐
NORTH DAKOTA	☐	☐	☐
OHIO	☑	☑	☐
OKLAHOMA	☐	☐	☐
OREGON	☑	☑	☑
PENNSYLVANIA	☑	☐	☐
RHODE ISLAND	☐	☐	☐
SOUTH CAROLINA	☑	☑	☐
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☐	☐	☐
TEXAS	☑	☑	☐
UTAH	☑	☑	☐
VERMONT	☐	☐	☐
VIRGINIA	☑	☑	☐
WASHINGTON	☐	☐	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☑	☐	☐
WYOMING	☑	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

POSITIVE ATTITUDE TOWARD LEARNING (PATL)

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Charles Pelan	Director	66%
John Zirges	Evaluator/Trainer	66%
Barbara Thompson	Consultant	33%
Neil Claussen	Consultant	
Bob Cleveland	Consultant	50%

Basic Features Adopter Needs To Put Into Operation

- Strict adherence to teaching behaviors specified in PATL kits.
- PATL-trained Kit Advisor in each building.
- Classroom observation and feedback for teachers practicing PATL teaching behaviors.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES ( ) 1 HOUR (X) LONGER (SPECIFY) 1-1/2 hours

All personnel involved in adoption attend. Lecture and small-group activities are used to introduce program's major performance-based concepts.

TRAINING: ( ) 1-2 DAYS (X) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Four-day training can be divided into two equal sessions. Simulation is used to train teachers and administrators in feedback role of teachers who function as Kit Advisors to fellow teachers.

EVALUATION:

Adopter administers a standardized achievement measure, the Coopersmith Self-Esteem Inventory, and the Minnesota Teacher Attitude Inventory to measure changes in student achievement, student self-esteem, and teacher attitude. D/D analyzes resulting data.

FOLLOW-UP:

Follow-up is based on need, as determined by four forms collected after training.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☐	☒	☐
CURRICULUM	☒	☐	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Overhead projector

TRAINING: 16mm projector, carousel slide projector, cassette tape player, overhead projector, tables, and five to eight chairs per table

Adoption Agreement

	YES	NO	ADOPTER	D/D	SF	FUNDING AGENCY
			PARTIES SIGNING			
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☒	☐	☒	☒	☒	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
* Sign adoption agreement; designate two teachers per building for four-day training to become Kit Advisors	X	X	
* Obtain PAIL kits and necessary commercial materials		X	
* Administer Coopersmith Self-Esteem Inventory or other normed student attitude measure to identify lower quartile students for participation in program	X	X	
* Set schedules for completing all teacher objectives in first kit (12-18 weeks per kit); fill out activity checklist as kits are completed	X		Kit Advisor
* Fills out inservice evaluation forms on completion of kits, transmit to Kit Advisor, who forwards to D/D	X		

Adoption Expenses

START-UP COST OR RANGE: $ 1,500 PER NUMBER OF PERSONS (SPECIFY): 100 teachers

MAINTENANCE COST OR RANGE: $ 500 PER NUMBER OF PERSONS (SPECIFY): 100 teachers

These figures assume that SF pays costs of trainer's travel and per diem.

Contact

Charles Pelan, Director, or John Zirges, Inservice Specialist/Evaluator; Bethalto Unit #8 Schools; 322 E. Central; Bethalto, IL 62010. (618) 377-7213.

TRAINERS LISTING

Project: POSITIVE ATTITUDE TOWARD LEARNING (PATL)

Selection Process: Trainers participate in PATL training as Kit Advisor, facilitate two small groups of local teachers in the PATL process for a minimum of one year, attend a regularly scheduled PATL training session, read eight books related to PATL training, serve as co-trainer with a PATL-Bethalto trainer, conduct two-day communication-management training for a group of Kit Advisors, receive a mean score of two or higher on training evaluation form, and superintendent of LEA is willing to excuse trainer for 10 days during school year.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Dan Mallaro Charles City, IA	Fall 1978; teacher; trains groups of 20	X			X	X	X	X	X	X		X
Karen Howe Forest Lake, MN	Fall 1978; teacher; trains groups of 20	X	X	X	X	X	X	X	X	X		X
Steve Vak Pine Grove, PA		X	X	X	X	X	X	X	X		X	X
Pat Fishback Camas, WA	Fall 1978; teacher; trains groups of 20	X			X	X	X	X	X	X		X
Claudia Heacock Camas, WA	Fall 1978; teacher; trains groups of 20	X			X	X	X	X	X		X	X
Bill Trarbach Kaukauna, WI	Fall 1978; teacher; trains groups of 20	X	X			X	X	X	X	X		X

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PROJECT: POSITIVE ATTITUDE TOWARD LEARNING (PATL)

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ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☑	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☐	☐	☐
ARKANSAS	☑	☐	☐
CALIFORNIA	☑	☐	☐
COLORADO	☐	☐	☐
CONNECTICUT	☐	☐	☐
DELAWARE	☑	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☑	☐	☐
GEORGIA	☑	☐	☐
HAWAII	☑	☐	☐
IDAHO	☑	☐	☐
ILLINOIS	☑	☐	☐
INDIANA	☑	☐	☐
IOWA	☑	☐	☑
KANSAS	☑	☐	☐
KENTUCKY	☑	☐	☐
LOUISIANA	☑	☐	☐
MAINE	☑	☐	☐
MARYLAND	☐	☐	☐
MASSACHUSETTS	☐	☐	☐
MICHIGAN	☑	☐	☐
MINNESOTA	☑	☑	☑
MISSISSIPPI	☐	☐	☐
MISSOURI	☑	☐	☐
MONTANA	☑	☐	☐
NEBRASKA	☑	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☐	☐	☐
NEW JERSEY	☑	☐	☐
NEW MEXICO	☐	☐	☐
NEW YORK	☑	☐	☐
NORTH CAROLINA	☑	☐	☐
NORTH DAKOTA	☐	☐	☐
OHIO	☑	☐	☐
OKLAHOMA	☑	☐	☐
OREGON	☐	☐	☐
PENNSYLVANIA	☑	☑	☑
RHODE ISLAND	☐	☐	☐
SOUTH CAROLINA	☑	☐	☐
SOUTH DAKOTA	☑	☐	☐
TENNESSEE	☑	☐	☐
TEXAS	☑	☐	☐
UTAH	☑	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☐	☐	☐
WASHINGTON	☑	☐	☑
WEST VIRGINIA	☑	☐	☐
WISCONSIN	☑	☐	☑
WYOMING	☐	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

PRE-ALGEBRA DEVELOPMENT CENTERS

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Dorothy S. Strong	Project Director	10%
Marie Jernigan	Coordinator	100%
Laurie Shavers	Disseminator/Editor	100%

Basic Features Adopter Needs To Put Into Operation

- Implementataion of the Pre-Algebra curriculum, utilization of the Pre-Algebra Unit Packs titled Ratios and Proportions, Fractions, Decimals, Percents and Metric Measures
- Implementation of the LCD technique: Laboratory, Classroom, Diagnosis and Remediation and Reading
- Utilization of the Tools of the Trade: Ratios and Proportions, One: It's Name and Properties, Place Value, Additive and Subtractive Properties of Numbers
- Pre/post Achievement testing

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

An awareness presentation combines lecture and workshop giving a description and history of the project, curriculum, teaching strategy (LCD Technique), Tools of the Trade, demonstration mini-lesson, and procedures for adopting the program.

TRAINING: ( ) 1-2 DAYS (X) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Participants: All teachers and supervisors designated to implement the program.
Space: Regular classroom with tables and chairs.
Topics: Overview of program, Pre-Algebra Unit Packs, Tools of the Trade, LCD technique, mini-lesson development, visit to demonstration site, presentation of mini-lessons.

EVALUATION:

Evaluation instruments: Stanford Achievement pre/posttests, Attitude Inventory pre/posttests, SRA survey, diagnostic and progress tests, D/D-developed follow-up questionnaire and evaluation forms.
Responsibility: Adopter must administer tests and record test data.

FOLLOW-UP:

The D/D coordinator or a local certified trainer provides two or three days of follow-up service during the first two years of implementation and expenses are negotiable by D/D, project director, SF, and the adopter.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☒	☐
TRAINING	☒	☐	☒	☐
EVALUATION	☒	☐	☐	☒
CURRICULUM	☒	☐	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Overhead projector, slide projector, slide tray, tape recorder.

TRAINING: Same as above.

Adoption Agreement

	YES	NO
SUPPLIED BY D/D	☒	☐
WILLING TO USE SF'S	☐	☐

PARTIES SIGNING

ADOPTER	D/D	SF	FUNDING AGENCY
☒	☒	☐	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Attend awareness session	X	X	
• Undertake needs assessment		X	
• Sign adoption agreement		X	
• Participate in preservice training	X	X	
• Secure required materials	X	X	
• Pre/posttest students and record data	X		
• Participate in follow-up training	X		
• Assist with evaluation	X	X	

Adoption Expenses

START-UP COST OR RANGE: $ 1,000, plus $6 per child PER NUMBER OF PERSONS (SPECIFY): up to 750 students

MAINTENANCE COST OR RANGE: $ ____________ PER NUMBER OF PERSONS (SPECIFY): ____________

Implementing teachers can share the materials. A substitute for each teacher for three days possible travel expenses, and $25 for evaluation materials are additional costs.

Contact

Dorothy S. Strong; Pre-Algebra Development Centers; 228 North LaSalle St., Room 838; Chicago, IL 60601.
(312) 641-4062.

PROJECT: PRE-ALGEBRA DEVELOPMENT CENTERS

104-S

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☐	☐	☐
ARKANSAS	☐	☐	☐
CALIFORNIA	☐	☐	☐
COLORADO	☐	☐	☐
CONNECTICUT	☐	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☐	☐	☐
GEORGIA	☐	☐	☐
HAWAII	☑	☐	☐
IDAHO	☐	☐	☐
ILLINOIS	☑	☑	☐
INDIANA	☑	☐	☐
IOWA	☐	☐	☐
KANSAS	☐	☐	☐
KENTUCKY	☐	☐	☐
LOUISIANA	☐	☐	☐
MAINE	☐	☐	☐
MARYLAND	☐	☐	☐
MASSACHUSETTS	☐	☐	☐
MICHIGAN	☑	☐	☐
MINNESOTA	☐	☐	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☐	☐	☐
MONTANA	☑	☐	☐
NEBRASKA	☐	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☐	☐	☐
NEW JERSEY	☐	☐	☐
NEW MEXICO	☐	☐	☐
NEW YORK	☑	☐	☐
NORTH CAROLINA	☐	☐	☐
NORTH DAKOTA	☐	☐	☐
OHIO	☑	☐	☐
OKLAHOMA	☐	☐	☐
OREGON	☐	☐	☐
PENNSYLVANIA	☐	☐	☐
RHODE ISLAND	☐	☐	☐
SOUTH CAROLINA	☐	☐	☐
SOUTH DAKOTA	☑	☐	☐
TENNESSEE	☐	☐	☐
TEXAS	☐	☐	☐
UTAH	☑	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☑	☐	☐
WASHINGTON	☑	☐	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☐	☐	☐
WYOMING	☐	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐
MARIANA ISLANDS	✓		

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PROJECT INFORMATION SHEET

Project

PRECISION TEACHING PROJECT: The Sacajawea Plan

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Ray Beck	Director	30%
Peggy Albrecht	Coordinator	50%
Denise Conrad	Trainer	50%
Suellen Henyon	Trainer	50%

Basic Features Adopter Needs To Put Into Operation

- Conduct screening
- Maintain charting
- Conduct remediation and skill building
- Make chart-based decisions
- Maintain materials bank
- Maintain classroom management

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES ( ) 1 HOUR (X) LONGER (SPECIFY) 1-2 hours

Awareness presentations incorporate both lecture and audience participation. Topics include a history of the project, supporting data, and a brief explanation of each of the major components. Opportunities for training and guidelines for training and follow-up are explained.

TRAINING: ( ) 1-2 DAYS (X) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Three-day training involves building or program administrator, regular and special education teachers, and support personnel. All major components are explained in detail. Trainee participation in the activities is an integral part of the training. Trainees need space to take notes and carry out activities. The room should be arranged like a classroom. Although all training is similar, implementation materials and techniques used may be varied to suit each group.

EVALUATION:

Both summative and formative data are collected. At the completion of training each trainee fills out a "Plan of Intent," and quarterly assessment data indicating level of implementation is subsequently sent to the D/D for one to two years. Adopter must maintain a daily record of student progress using one-minute samples of performance and charting data on the Standard Behavior Chart. Student pre/posttesting is the basis of SF or adopter summative data. Evaluation instruments may be used if approved by D/D. D/D uses both nationally validated tests and project-prepared screening devices. Adopter or SF administers tests. Data analysis may be done by D/D, SF, or adopter.

FOLLOW-UP:

Follow-up which occurs six to 12 weeks after initial training, involves a site visit by D/D staff. Classroom visits, group meetings, and individual teacher conferences are conducted. At least one visit during the first year of adoption is necessary; subsequent visits may be requested by adopter or SF. Follow-up costs are negotiated and may be shared by adopter, SF, and D/D.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☒	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☐	☒	☒
CURRICULUM	☒	☒	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Overhead projector, cassette tape recorder, filmstrip projector. SF is responsible for providing equipment.

TRAINING: Overhead projector, cassette tape recorder, 3/4" video cassette tape playback and monitor (if possible). One training manual per trainee and one water-soluble transparency pen per trainee are also needed. SF or adopter responsible for providing equipment.

Adoption Agreement

	YES	NO	PARTIES SIGNING			
			ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☒	☐	☒	☒	☒	☒

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
° Attend awareness presentation and initial training.	X	X	Support Personnel
° Attend follow-up training.	X	X	Support Personnel
° Administer pretest and conduct screening.	X		
° Maintain charting.	X		Students
° Conduct remediation and skill building. Make data decisions.	X		Students
° Set up materials bank. Take quarterly assessment data.	X	X	
° Secure materials.	X	X	
° Administer posttest.	X		
° Analyze data.		X	SF or D/D

Adoption Expenses

START-UP COST OR RANGE: $ 240-$270 PER NUMBER OF PERSONS (SPECIFY): per trainee, group of 20

MAINTENANCE COST OR RANGE: $ 30 PER NUMBER OF PERSONS (SPECIFY): per classroom

Expenses include training ($140-$170), implementation ($70), and follow-up ($30) per trainee based on a training group of 20. Initial training costs cover training materials, travel, meals, lodging, honorarium, and substitute teachers. Implementation cost includes materials for teachers and students. Follow-up costs include travel, meals, and lodging. Adopter usually assumes costs of materials. The D/D is willing to negotiate the trainer's travel, meals, lodging, and honorarium with the SF and adopter.

Contact

Ray Beck, Project Director, Precision Teaching Project; 3300 Third Street Northeast; Great Falls, MT 59401. (406) 791-2270.

TRAINERS LISTING

Project: PRECISION TEACHING PROJECT: The Sacajawea Plan

Selection Process: Certified trainers must: receive initial training from project staff; observe a second training session to gain information on training techniques and materials; implement the process for at least one year; conduct a full training session while being observed by D/D staff; take part in follow-up as a participant, observer, and trainer; observe an awareness session presented by D/D staff; conduct an awareness session. Trainers may be certified in any of three areas, depending on training and ability.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Walter Berard Portage Creek, AK	Fall 1975; can train in all situations	X	X	X	X	X	X	X	X	X		X
Betty Poe Phoenix, AZ	Fall 1979; can train in all situations	X	X		X	X	X	X	X		X	X
Melba Stewart Phoenix, AZ	Fall 1979; can train in all situations	X	X		X	X	X	X	X		X	X
Julie Krill Denver, CO	Spring 1978; can train in all situations	X	X	X	X	X		X	X		X	X
Joetta Heiney Denver, CO	Spring 1978; can train in all situations	X	X	X	X	X		X	X		X	X
Beverly Brown Sutton, MA	Winter 1979; can train in all situations	X	X		X	X	X	X	X		X	X
Sylvia Moen Milan, MN	Spring 1980; rural; small groups; elementary teachers/ administrators		X		X						X	X
Tracy Clark Gt. Falls, MT	Fall 1976; can train in all situations	X	X	X	X	X		X	X	X		X
Richard Clement Gt. Falls, MT	Fall 1976; can train in all situations	X	X	X	X	X	X	X	X	X		X
W. L. Findley Gt. Falls, MT	Spring 1978; small groups; administrators		X		X	X	X	X	X	X		X
Sherrie Meadors Gt. Falls, MT	Fall 1978; can train in all situations	X	X		X	X		X	X	X		X
John Carr Peterborough, NH	Fall 1977; rural; small groups; elementary teachers/ administrators	X	X		X	X	X	X	X		X	X
Maurice LaFlemme Peterborough, NH	Fall 1979; rural; small groups; teachers/administrators		X		X	X	X	X	X		X	X
Michele Kostem Bethlehem, PA	Fall 1979; suburban; large groups; elementary teachers/ administrators	X			X	X	X	X	X		X	X
Ronnie Pasko Philipsburg, PA	Fall 1979; rural, suburban; large groups; elementary teachers/administrators	X			X	X	X	X	X		X	X
Bruce Barnson Sandy, UT	Spring 1978; can train in all situations	X	X		X	X	X	X	X		X	X
Cyrus Freston Salt Lake City, UT	Spring 1978; urban, suburban; large groups; teachers/ administrators	X		X	X	X	X	X	X	X		X
Janet Freston Plains, UT	Spring 1978; can train in all situations	X	X		X	X	X	X	X	X		X
Craig Pace Salt Lake City, UT	Fall 1979; urban; teachers/administrators	X		X		X	X	X	X		X	X

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TRAINERS LISTING (continued)

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Betty Nowak Ogden, UT	Fall 1979; can train in all situations		X	X	X	X	X	X	X		X	X
Susan Ryberg Salt Lake City, UT	Spring 1980; can train in all situations		X		X	X	X	X	X		X	X
Juanita Watts Ogden, UT	Fall 1979; can train in all situations		X		X	X	X	X	X		X	X
Richard West Sandy, UT	Spring 1978; can train in all situations	X	X		X	X	X	X	X	X		X
Jim Rudsitt Federal Way, WA	Winter 1978; can train in all situations	X	X		X	X	X	X	X		X	X

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☑	☐	☑
ARKANSAS	☐	☐	☐
CALIFORNIA	☑	☐	☐
COLORADO	☑	☑	☑
CONNECTICUT	☐	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☑	☐	☐
FLORIDA	☑	☐	☐
GEORGIA	☐	☐	☐
HAWAII	☐	☐	☐
IDAHO	☑	☐	☐
ILLINOIS	☑	☐	☐
INDIANA	☐	☐	☐
IOWA	☑	☐	☐
KANSAS	☑	☐	☐
KENTUCKY	☐	☐	☐
LOUISIANA	☐	☐	☐
MAINE	☑	☐	☐
MARYLAND	☐	☐	☐
MASSACHUSETTS	☑	☐	☑
MICHIGAN	☐	☐	☐
MINNESOTA	☑	☑	☑
MISSISSIPPI	☐	☐	☐
MISSOURI	☑	☐	☐
MONTANA	☑	☑	☑
NEBRASKA	☑	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☑	☐	☑
NEW JERSEY	☑	☐	☐
NEW MEXICO	☐	☐	☐
NEW YORK	☐	☐	☐
NORTH CAROLINA	☐	☐	☐
NORTH DAKOTA	☑	☐	☐
OHIO	☑	☐	☐
OKLAHOMA	☑	☐	☐
OREGON	☑	☐	☐
PENNSYLVANIA	☑	☐	☐
RHODE ISLAND	☑	☐	☐
SOUTH CAROLINA	☐	☐	☐
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☑	☐	☐
TEXAS	☐	☐	☐
UTAH	☑	☑	☑
VERMONT	☑	☐	☐
VIRGINIA	☐	☐	☐
WASHINGTON	☑	☐	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☐	☐	☐
WYOMING	☑	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

PRIOR: PReschool and Improvement Of Reading

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Melba L. Treaster	Director: awareness, training, evaluation	33%
Lorraine Bash	Program Specialist: training, awareness	25%

Basic Features Adopter Needs To Put Into Operation

- Staff inservice training
- Pre/post assessment of student progress
- Emphasis on direct application of reading skills
- Team approach to preschool instruction
- Parent coordinator for both programs
- Health component for preschool
- Diagnostic assessment combined with staffing for preschool pupil selection

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR (X) LONGER (SPECIFY) 3 or 4 hours

In this one-hour session, an overview of both programs the organization, instruction, and other basic features of both programs is given with lecture, slide-tape, and overhead projections. In the longer session, there is an in-depth explanation of the basic features and administrative questions for the preschool or reading improvement program; lecture, slide-tape, small-group activities, and a question-and-answer period are included.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Sessions are planned with the adopter's needs in mind. Training topics depend upon the basic features being adopted (ascertained by preadoption needs assessment). Organization, instruction, evaluation, diagnosis, parent involvement, and staff inservice training are dealt with. Adopting staff has time to plan strategies for implementation. There is a follow up session (eight to 12 weeks later) to answer questions and training for evaluation.

EVALUATION:

For data and information on student gains any instrument or test of the adopter's choice may be used as long as pre/post information can be determined. Both data collection and analysis are the responsibility of the adopter. For progress of implementation adopter must use an instrument supplied by the D/D or SF. Adopter must collect the information but analysis is the responsibility of the D/D.

FOLLOW-UP:

D/D visits adopter once eight to 12 weeks after initial training. Costs for desired additional visits are negotiable. D/D assumes costs of monitoring and communication by telephone or mail for up to three years.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☒	☐
TRAINING	☒	☒	☒ one set	☐
EVALUATION	☒	☒ Two checklists if desired	☐	☐
CURRICULUM	☐	☐	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Overhead projector, Kodak slide carousel #850H, slide projector, cassette player; SF must provide equipment.

TRAINING: Overhead projector, Kodak slide carousel #850H, slide projector and cassette tape recorder. Adopter or SF must provide equipment. One training manual handbook per classroom; for preschool, a Language and Motor Checklist, if desired; adopter must purchase from D/D.

Adoption Agreement

	YES	NO
SUPPLIED BY D/D	☒	☐
WILLING TO USE SF'S	☒	☐

PARTIES SIGNING

ADOPTER	D/D	SF	FUNDING AGENCY
☒	☒	☒*	☐

*If desired

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
°Attend awareness session		X	
°Attend additional awareness (optional)	X	X	
°Conduct preadoption needs assessment		X	
°Match Key Elements/Decision to Adopt, sign adoption agreement		X	SF
°Participate in training	X	X	
°Pretest students	X		
°Participate in follow-up	X	X	
°Posttest students	X		

Adoption Expenses

START-UP COST OR RANGE: $ 24,731, Preschool PER NUMBER OF PERSONS (SPECIFY): 15-18 pupils per classroom

MAINTENANCE COST OR RANGE: $ 20,000, Reading Imp. PER NUMBER OF PERSONS (SPECIFY): 40 pupils per classroom

Preschool figure represents costs of teacher, aide, fringe benefits, inservice training, and D/D services. Reading Improvement figure represents fringe benefits, inservice training, and materials. Adopter must also purchase one teacher handbook per classroom. Optional equipment in addition to what exists in the classroom may be $1,000. Training honorarium is charged only during the summer. Awareness and training travel, lodging, and per diem can be shared with SF or LEA.

Contact

Melba L. Treaster, Director, or Buford Plemmons, Director of Federal Projects; PRIOR; Poudre School District R1; 2407 LaPorte Ave.; Fort Collins, CO 80521. (303) 484-3462 or 482-7420.

PROJECT: PRIOR: PReschool and Improvement Of Reading

106-S

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☐	☐	☐
ARKANSAS	☐	☐	☐
CALIFORNIA	☐	☐	☐
COLORADO	☑	☐	☐
CONNECTICUT	☐	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☐	☐	☐
GEORGIA	☐	☐	☐
HAWAII	☐	☐	☐
IDAHO	☐	☐	☐
ILLINOIS	☐	☐	☐
INDIANA	☐	☐	☐
IOWA	☐	☐	☐
KANSAS	☐	☐	☐
KENTUCKY	☐	☐	☐
LOUISIANA	☐	☐	☐
MAINE	☐	☐	☐
MARYLAND	☐	☐	☐
MASSACHUSETTS	☐	☐	☐
MICHIGAN	☐	☐	☐
MINNESOTA	☑	☐	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☐	☐	☐
MONTANA	☐	☐	☐
NEBRASKA	☐	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☐	☐	☐
NEW JERSEY	☐	☐	☐
NEW MEXICO	☐	☐	☐
NEW YORK	☐	☐	☐
NORTH CAROLINA	☐	☐	☐
NORTH DAKOTA	☐	☐	☐
OHIO	☐	☐	☐
OKLAHOMA	☐	☐	☐
OREGON	☐	☐	☐
PENNSYLVANIA	☐	☐	☐
RHODE ISLAND	☐	☐	☐
SOUTH CAROLINA	☐	☐	☐
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☐	☐	☐
TEXAS	☐	☐	☐
UTAH	☐	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☐	☐	☐
WASHINGTON	☐	☐	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☐	☐	☐
WYOMING	☐	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

PROGRAMS FOR CHILDREN WITH DOWN SYNDROME

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Rebecca F. DuBose	Project Director	5%
Valentine Dmitriev	Coordinator, Down Syndrome Model	35%
Patricia Oelwein	Replication Facilitator	25%
Michael Ward	Materials Development Specialist	20%
Clara Sudduth	Secretary	25%

Basic Features Adopter Needs To Put Into Operation

Program provides early and continuous intervention based on systematic, sequential development in gross motor, fine motor, cognitive, social, and communication skills. Adopter assesses entering children, using district-approved instruments and the Developmental Sequence Performance Inventory; utilizes IEP procedures and data from assessments, teacher observation, and parent concerns to set goals and objectives for each child; plans and carries out a program in the classroom to meet these objectives, utilizing individualized instruction to the extent possible; uses ongoing assessment to determine program effectiveness, and, using the data as a guide, continues the program as is or make changes; monitors pupil progress quarterly; uses behavior management principles; ensures that teachers participate in D/D training; involves parents in the classroom and/or in carryover or supplementary programs at home.

Services/Resources

AWARENESS: (X) 1/2 HOUR (X) 45 MINUTES (X) 1 HOUR (X) LONGER (SPECIFY)

Program overview, expected outcomes, and ten-year follow-up longitudinal data are usually given by means of a lecture supplemented by audio-visual support and handouts.

TRAINING: (X) 1-2 DAYS (X) 3-4 DAYS (X) 5-6 DAYS (X) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE (X) ADOPTER MUST TRAVEL TO D/D SITE

Training workshops are offered each summer at the D/D site and at other times on request at both the adopting site and the D/D site (see follow-up). Training includes assessment of training needs, the workshop itself (lectures, audio-visual presentations, and supervised classroom experiences), and follow-up to determine training effectiveness. Brochures, assessment materials, program planning guides, and specific training programs for teaching a variety of skills are available at cost. Slides and videotapes may be rented or purchased. Specific questions also answered by letter or phone. Extension or regular university credit can be arranged.

EVALUATION:

Children are assessed when they enroll and at regular intervals (usually quarterly) throughout the year. The Denver Developmental Screening Test, the Peabody Picture Vocabulary Test, Developmental Sequence Performance Inventory (DSPI), and Uniform Performance Assessment System (UPAS) are used at the demonstration center but D/D permits adopter to select own battery. Data on group and individual activities and behaviors are collected and reviewed daily to form the basis for any program modification. Pre/postests are used to evaluate training of staff. Observational forms and child data are used to evaluate adopter's effectiveness.

FOLLOW-UP:

Scheduled follow-up training at adopting site consists of direct demonstration and observation, regular review of data and pupil progress, periodic mini-workshops, and contact by mail and telephone. Site visits may be weekly, monthly, or semi-annual depending upon adopter needs and circumstances.

In addition to the scheduled summer workshops, individuals may arrange for long- or short-term training in the model Programs for Children with Down Syndrome or other developmental delays at any time that the University is in session. Training is highly individualized and can last from a few days to several weeks. Several project directors and teachers have used the workshop and practicum as a first step to replicating the D/D program.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☐	☒	☐
CURRICULUM	☒	☒	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Overhead projector, screen, Kodak (optional) slide projector; adopter must provide equipment.

TRAINING: Overhead, slide projector, Sony videocassette playback equipment (optional); adopter must provide equipment.

Adoption Agreement

	YES	NO	PARTIES SIGNING			
SUPPLIED BY D/D	☒	☐	ADOPTER	D/D	SF	FUNDING AGENCY
WILLING TO USE SF'S	☒	☐	☒	☒	☐	☒

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	 ADMINISTRATOR	 OTHER (SPECIFY)
° State in writing to D/D intention to replicate/adapt program; must state proposed setting, type, size and age range of population to be served, present teaching staff, facility, and plans for funding replication.	X	X	
° Receive D/D information on project activities and goals; assess needs still to be met as determined by D/D and own information.		X	
° Search for T/TA funding over and above the three-day commitment of D/D staff; set up program with D/D guidance, assure D/D of staff, enrolling pupils, ability to secure facility and supplies, etc.		X	

Adoption Expenses

START-UP COST OR RANGE: $ ____________ PER NUMBER OF PERSONS (SPECIFY): ____________

MAINTENANCE COST OR RANGE: $ ____________ PER NUMBER OF PERSONS (SPECIFY): ____________

Staff of teacher aides, equipment for 10-12 children, $2,000 for training (variable).

Contact

Rebecca F. DuBose, Director NDN and HCEEP Projects; Experimental Education Unit, WJ-10; Child Development and Mental Retardation Center; University of Washington; Seattle, WA 98195. (206) 543-4011.

PROJECT: PROGRAMS FOR CHILDREN WITH DOWN SYNDROME

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES	STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐	NEBRASKA	☐	☐	☐
ALASKA	☐	☐	☐	NEVADA	☐	☐	☐
ARIZONA	☐	☐	☐	NEW HAMPSHIRE	☐	☐	☐
ARKANSAS	☐	☐	☐	NEW JERSEY	☐	☐	☐
CALIFORNIA	☐	☐	☐	NEW MEXICO	☐	☐	☐
COLORADO	☐	☐	☐	NEW YORK	☐	☐	☐
CONNECTICUT	☐	☐	☐	NORTH CAROLINA	☐	☐	☐
DELAWARE	☐	☐	☐	NORTH DAKOTA	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐	OHIO	☐	☐	☐
FLORIDA	☐	☐	☐	OKLAHOMA	☐	☐	☐
GEORGIA	☑	☑	☐	OREGON	☑	☑	☐
HAWAII	☐	☐	☐	PENNSYLVANIA	☐	☐	☐
IDAHO	☐	☐	☐	RHODE ISLAND	☐	☐	☐
ILLINOIS	☐	☐	☐	SOUTH CAROLINA	☐	☐	☐
INDIANA	☐	☐	☐	SOUTH DAKOTA	☐	☐	☐
IOWA	☐	☐	☐	TENNESSEE	☐	☐	☐
KANSAS	☐	☐	☐	TEXAS	☑	☐	☐
KENTUCKY	☐	☐	☐	UTAH	☐	☐	☐
LOUISIANA	☐	☐	☐	VERMONT	☐	☐	☐
MAINE	☐	☐	☐	VIRGINIA	☐	☐	☐
MARYLAND	☐	☐	☐	WASHINGTON	☑	☑	☐
MASSACHUSETTS	☐	☐	☐	WEST VIRGINIA	☐	☐	☐
MICHIGAN	☐	☐	☐	WISCONSIN	☐	☐	☐
MINNESOTA	☑	☐	☐	WYOMING	☐	☐	☐
MISSISSIPPI	☐	☐	☐	VIRGIN ISLANDS	☐	☐	☐
MISSOURI	☐	☐	☐	PUERTO RICO	☐	☐	☐
MONTANA	☑	☑	☐				

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PROJECT INFORMATION SHEET

Project

PROJECT R-3: Readiness, Relevancy and Reinforcement

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Joyce Lazzeri	Program Trainer: conducts awareness and training sessions, does follow-up by telephone and on-site, assists sites with evaluation plan, and gives technical assistance as needed	100%
Pauline Perazzo	Director	25%
James D. Nivette	Evaluator	10%

Basic Features Adopter Needs To Put Into Operation

- Use of contracts in mathematics (assessment of student operational level)
- Units of work in reading
- Gaming/simulation activities used at least twice a month
- Up-to-date individual student profiles
- Individualized progress assessment
- Team planning

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR (X) LONGER (SPECIFY)

In-depth awareness requires two hours. TEAM (Project R-3, Alphaphonics, and Learning to Read by Reading) awareness can be conducted in one to one and a half hours.

TRAINING: (X) 1-2 DAYS (X) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

The amount of time spent on training depends on the number of teachers and aides to be trained as well as the components to be adopted. A large area should be provided such as a library room for planning. Training sessions are varied to meet the needs of the subjects taught and to integrate gaming/simulation into the curriculum.

EVALUATION:

Data to be collected includes student attitude surveys, staff surveys, and student impact data provided through pre/post administration of standardized achievement tests.

FOLLOW-UP:

First follow-up is done by phone eight to twelve weeks after training. Trainer's goal is to make at least one on-site visit during the first year of implementation. Follow-up will be provided as long as necessary; costs to be shared by adopter.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO CCST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☐	☒	☐
CURRICULUM	☒	☐	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Overhead projector; filmstrip projector and cassette recorder or Dukane; tables and chairs

TRAINING: Overhead projector, tables and chairs

Adoption Agreement

	YES	NO		PARTIES SIGNING		
			ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☒	☐	☒	☒	☒	☐

Activities Adopter Should Undertake To Implement Program

		PARTICIPANTS	
ACTIVITY	TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
° Administer needs assessment			SF
° Attend awareness	X	X	
° Participate in initial and follow-up training	X	X	Aides
° Administer pre/posttest	X		
° Secure required materials		X	
° Evaluate program effectiveness	X		SF

Adoption Expenses

START-UP COST OR RANGE: $ ______ PER NUMBER OF PERSONS (SPECIFY): ______

MAINTENANCE COST OR RANGE: $ ______ PER NUMBER OF PERSONS (SPECIFY): ______

Duplication costs comprise the bulk of adoption expenses. For reading, these costs vary depending on materials on hand, and the number of students involved. Math costs vary depending on number of students and teachers involved. One set of gaming/simulation masters is $72.

Contact

Pauline E. Perazzo; 1635 Park Ave.; San Jose, CA 95126. (408) 287-1111 or -1112.

TRAINERS LISTING

Project: PROJECT R-3

Selection Process: Trainer selection is based on knowledge of program, administrative approval, and willingness to travel to demonstration site to be trained. Trainers are certified for specific components.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Judy Boyer San Jose, CA	January 1978; certified for total program in any situation	X	X	X	X	X		X	X			X
Judy Brown So. San Francisco, CA	June 1979; can do awareness in any situation	X			X					X		
Dick Cirigliano San Jose, CA	June 1979; any group for math and gaming simulations	X	X	X	X	X			X		X	X
Phil Glossa Sonora, CA	June 1979; any situation or group	X			X					X		
Orville Hillman Jamestown, CA	June 1979; any situation or group	X			X					X		
Gretchen Ross So. San Francisco, CA	June 1979; can do awareness in any situation	X			X					X		
Jeannie Stout-Burke So. San Francisco, CA	June 1979; any situation or group	X			X					X		
Paula Martinez Wheaten, IL	November 1979; Associate Professor (reading); certified for total program in any awareness/training situation	X	X	X	X	X		X	X	X		X
Monica Calloway Ennis, TX	May 1980; math teacher; qualified to address any group on the mathematics program	X	X		X	X		X	X	X		X
Sara Price Ennis, TX	May 1980; reading teacher; qualified for urban/suburban/rural, small and large group, teachers/administrators, elementary/secondary for reading	X				X		X	X	X		X
Ethel Williams Ennis, TX	May 1980; reading teacher; qualified to address any group on the reading program	X	X			X		X		X		X

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ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES	STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐	NEBRASKA	☑	☐	☐
ALASKA	☐	☐	☐	NEVADA	☐	☐	☐
ARIZONA	☑	☐	☐	NEW HAMPSHIRE	☐	☐	☐
ARKANSAS	☐	☐	☐	NEW JERSEY	☐	☐	☐
CALIFORNIA	☑	☑	☐	NEW MEXICO	☐	☐	☐
COLORADO	☐	☐	☐	NEW YORK	☑	☐	☐
CONNECTICUT	☐	☐	☐	NORTH CAROLINA	☑	☐	☐
DELAWARE	☐	☐	☐	NORTH DAKOTA	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐	OHIO	☑	☐	☐
FLORIDA	☐	☐	☐	OKLAHOMA	☐	☐	☐
GEORGIA	☐	☐	☐	OREGON	☐	☐	☐
HAWAII	☐	☐	☐	PENNSYLVANIA	☐	☐	☐
IDAHO	☐	☐	☐	RHODE ISLAND	☐	☐	☐
ILLINOIS	☐	☐	☐	SOUTH CAROLINA	☐	☐	☐
INDIANA	☐	☐	☐	SOUTH DAKOTA	☐	☐	☐
IOWA	☑	☐	☐	TENNESSEE	☑	☐	☐
KANSAS	☑	☐	☐	TEXAS	☑	☑	☑
KENTUCKY	☐	☐	☐	UTAH	☐	☐	☐
LOUISIANA	☐	☐	☐	VERMONT	☐	☐	☐
MAINE	☐	☐	☐	VIRGINIA	☐	☐	☐
MARYLAND	☐	☐	☐	WASHINGTON	☑	☐	☐
MASSACHUSETTS	☐	☐	☐	WEST VIRGINIA	☐	☐	☐
MICHIGAN	☑	☐	☐	WISCONSIN	☑	☐	☐
MINNESOTA	☐	☐	☐	WYOMING	☐	☐	☐
MISSISSIPPI	☐	☐	☐	VIRGIN ISLANDS	☐	☐	☐
MISSOURI	☐	☐	☐	PUERTO RICO	☐	☐	☐
MONTANA	☐	☐	☐				

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PROJECT INFORMATION SHEET

Project

READING ENGLISH ROTATION PROJECT

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Marcelyn Hobbs	Director	100%
Peggy Hammond	Administrative Assistant	100%
Sandra Rabun	Materials Clerk	80%

Basic Features Adopter Needs To Put Into Operation

- Project model: identification process, grouping process, management process, evaluation process
- Training model

Services/Resources

AWARENESS: (X) 1/2 HOUR (X) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

D/D and SF each pays 50% of cost. Teachers, aides, administrators, and supervisory personnel should attend; lecture and audience participation are included.

TRAINING: (X) 1-2 DAYS (X) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Initial training is for three and one-half days; follow-up training takes one-half day. Teachers, aides, and administrators should participate. Groups should number 35 or fewer.

EVALUATION:

Adopter must conduct pre/posttesting to measure student gains using D/D-prepared and nationally validated tests. SF evaluation forms may be used if approved by D/D. Adopter administers all tests and analyzes data. D/D provides forms for annual adopter reports. SF evaluation forms may be used if approved by D/D.

FOLLOW-UP:

D/D provides one day during the first year of implementation at no cost to the adopter and will come at other times at the adopter's expense.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☒
TRAINING	☒	☒	☐	☒
EVALUATION	☒	☐	☒	☒
CURRICULUM	☒	☒	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Overhead projector, Kodak Carousel, screen, lectern, display table; SF must provide equipment.

TRAINING: Same as above plus cassette or reel-to-reel videotape play back equipment; SF must provide equipment. Adopter must purchase one set of materials per trainee at $15 each.

Adoption Agreement

	YES	NO
SUPPLIED BY D/D	☒	☐
WILLING TO USE SF'S	☒	☐

PARTIES SIGNING

ADOPTER	D/D	SF	FUNDING AGENCY
☒	☒	☒	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Attend awareness, visit project, receive training	X	X	Supervisory Pers.
• Conduct telephone negotiations (refinement)		X	
• Schedule training		X	
• Sign adoption agreement		X	

Adoption Expenses

START-UP COST OR RANGE: $ 15 PER NUMBER OF PERSONS (SPECIFY): per trainee

MAINTENANCE COST OR RANGE: $ 15 PER NUMBER OF PERSONS (SPECIFY): per student

Maintenance cost is exclusive of personnel, which is assumed by the Title I regular budget.

Contact

Marcelyn Hobbs, Project Director; Reading English Rotation Project; Norris School, McDuffie County Schools; Thomson, GA 30824. (404) 595-3527.

TRAINERS LISTING

Project: READING ENGLISH ROTATION PROJECT

Selection Process: Requirements for trainers: RER project successfully operated in district a minimum of two years, trainer involved in project a minimum of two years, trainer has worked in RER project that is serving as an RER satellite, had RER Satellite Training, and completed RER Turnkey Trainer training.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Inez Tolden Chicago, IL	Fall 1980; urban; small or large group; teachers and administrators	X	X			X	X	X	X	X		X
Evelyn Thompson Columbus, MS	Fall 1980; rural; small or large group; administrators and teachers	X	X			X	X	X	X	X		X

PROJECT: READING ENGLISH ROTATION PROJECT

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ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES	STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☑	☐	☐	NEBRASKA	☐	☐	☐
ALASKA	☐	☐	☐	NEVADA	☐	☐	☐
ARIZONA	☑	☐	☐	NEW HAMPSHIRE	☑	☐	☐
ARKANSAS	☑	☐	☐	NEW JERSEY	☐	☐	☐
CALIFORNIA	☐	☐	☐	NEW MEXICO	☐	☐	☐
COLORADO	☑	☐	☐	NEW YORK	☑	☑	☐
CONNECTICUT	☐	☐	☐	NORTH CAROLINA	☑	☑	☐
DELAWARE	☐	☐	☐	NORTH DAKOTA	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐	OHIO	☐	☐	☐
FLORIDA	☑	☐	☐	OKLAHOMA	☑	☐	☐
GEORGIA	☑	☑	☐	OREGON	☐	☐	☐
HAWAII	☐	☐	☐	PENNSYLVANIA	☑	☑	☐
IDAHO	☑	☐	☐	RHODE ISLAND	☐	☐	☐
ILLINOIS	☑	☑	☑	SOUTH CAROLINA	☑	☐	☐
INDIANA	☑	☐	☐	SOUTH DAKOTA	☑	☐	☐
IOWA	☐	☐	☐	TENNESSEE	☐	☐	☐
KANSAS	☑	☐	☐	TEXAS	☑	☑	☐
KENTUCKY	☐	☐	☐	UTAH	☑	☑	☐
LOUISIANA	☑	☐	☐	VERMONT	☑	☐	☐
MAINE	☐	☐	☐	VIRGINIA	☑	☐	☐
MARYLAND	☐	☐	☐	WASHINGTON	☑	☐	☐
MASSACHUSETTS	☐	☐	☐	WEST VIRGINIA	☐	☐	☐
MICHIGAN	☑	☐	☐	WISCONSIN	☑	☐	☐
MINNESOTA	☑	☐	☐	WYOMING	☑	☐	☐
MISSISSIPPI	☑	☑	☑	VIRGIN ISLANDS	☐	☐	☐
MISSOURI	☑	☐	☐	PUERTO RICO	☐	☐	☐
MONTANA	☐	☐	☐				

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PROJECT INFORMATION SHEET

Project

READING INSTRUCTION AND PUPIL PERSONNEL SERVICES (RIPPS)

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Michael Mello	Project Director: supervises DPS	10 days per year
Mary Ann Martin	Demonstration Project Specialist: awareness, training, daily operation of D/D	66%

Basic Features Adopter Needs To Put Into Operation

Contact D/D for sub-elements of each feature identified:

- Team/total child philosophy
- Selection process to identify students most in need of services
- Systematic reading program
- Pupil personnel services
- Parent involvement
- Evaluation process
- Management and coordination

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

Overview of entire program; filmstrip (21 minutes), adoption process and alternatives, and training process explained by lecture with questions and answers. A-V equipment needed -- overhead projector, screen, slide projector and tape player with synch box. Presentation can be varied by emphasizing levels or components of program's basic features.

TRAINING: ( ) 1-2 DAYS (X) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Adopter's coordinator must spend three days at D/D site to understand elements and requirements of the program, then consult by telephone biweekly. Coordinator trains adopter personnel by means of D/D-supplied print materials and video- and audiotapes.

EVALUATION:

Adopter must administer and analyze D/D-prepared, standardized tests, Silvaroli Classroom Reading Inventory, and Search, Boehm and/or Yellow Brick Road (for K) to measure cognitive achievement, and the Student Self-Esteem Survey and RIPPS tests to measure affective change. Pre/posttests are required. Yearly interim reports and final evaluations are required.

FOLLOW-UP:

D/D will visit and remain in close telephone and mail contact with adopter to provide help as long as the D/D project is funded.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☒	☐
TRAINING	☐	☒	☒	☐
EVALUATION	☐	☒	☒	☐
CURRICULUM	☐	☒	☒	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Overhead projector, screen, Kodak slide carousel and Wollensak tape recorder with synch patch cord; SF should provide equipment.

TRAINING: Overhead projector and screen, tape recorder; SF must provide equipment and facilities for copying. Remainder supplied by D/D.

Adoption Agreement

	YES	NO	PARTIES SIGNING: ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☐	☐	☒	☒	☐	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY

PARTICIPANTS

TEACHER ADMINISTRATOR OTHER (SPECIFY)

- Form adoption team; perform staff needs assessment; review available community needs assessment data and school/community climate; develop awareness program for professional staff, administration, community; plan newsletter and related publications, develop plan of action for implementation; begin staff development, update plan of action; plan formal commitment to continue adaptation process; develop plan for budgeting for resources, materials, staff, staff development, student selection, management systems, and parenting programs; provide for evaluation of adaptation process and data for both D/D and adopter.

Participants vary from community to community

Adoption Expenses

START-UP COST OR RANGE: $ ______ PER NUMBER OF PERSONS (SPECIFY): ______

MAINTENANCE COST OR RANGE: $ ______ PER NUMBER OF PERSONS (SPECIFY): ______

If the adopter has adequate personnel, only training costs (travel, lodging, per diem) may be required. They can be shared by D/D, adopter, and SF.

Contact

Michael Mello, Director of Grant Program; Office of Grant Programs; Portsmouth School Department; Portsmouth, RI 02871. (401) 253-2444.

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES	STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐	NEBRASKA	☐	☐	☐
ALASKA	☐	☐	☐	NEVADA	☐	☐	☐
ARIZONA	☐	☐	☐	NEW HAMPSHIRE	☐	☐	☐
ARKANSAS	☐	☐	☐	NEW JERSEY	☑	☐	☐
CALIFORNIA	☐	☐	☐	NEW MEXICO	☐	☐	☐
COLORADO	☐	☐	☐	NEW YORK	☐	☐	☐
CONNECTICUT	☐	☐	☐	NORTH CAROLINA	☐	☐	☐
DELAWARE	☐	☐	☐	NORTH DAKOTA	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐	OHIO	☐	☐	☐
FLORIDA	☐	☐	☐	OKLAHOMA	☐	☐	☐
GEORGIA	☐	☐	☐	OREGON	☐	☐	☐
HAWAII	☐	☐	☐	PENNSYLVANIA	☐	☐	☐
IDAHO	☐	☐	☐	RHODE ISLAND	☑	☐	☐
ILLINOIS	☐	☐	☐	SOUTH CAROLINA	☐	☐	☐
INDIANA	☑	☐	☐	SOUTH DAKOTA	☐	☐	☐
IOWA	☐	☐	☐	TENNESSEE	☐	☐	☐
KANSAS	☐	☐	☐	TEXAS	☐	☐	☐
KENTUCKY	☐	☐	☐	UTAH	☐	☐	☐
LOUISIANA	☐	☐	☐	VERMONT	☐	☐	☐
MAINE	☐	☐	☐	VIRGINIA	☐	☐	☐
MARYLAND	☐	☐	☐	WASHINGTON	☐	☐	☐
MASSACHUSETTS	☐	☐	☐	WEST VIRGINIA	☐	☐	☐
MICHIGAN	☐	☐	☐	WISCONSIN	☐	☐	☐
MINNESOTA	☐	☐	☐	WYOMING	☐	☐	☐
MISSISSIPPI	☐	☐	☐	VIRGIN ISLANDS	☐	☐	☐
MISSOURI	☐	☐	☐	PUERTO RICO	☐	☐	☐
MONTANA	☐	☐	☐				

PROJECT: READING INSTRUCTION AND PUPIL PERSONNEL SERVICES (RIPPS)

110-S

Compiled Summer 1980

PROJECT INFORMATION SHEET

Project

PROJECT REAL

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Joan Garipay	Resource Center Coordinator	20%
Bob Scobie	Staff Developer	100%
Peg Marriott	Staff Developer	100%
Keith Marriott	Staff Developer	100%
Geri Williams	Staff Developer	40%

Basic Features Adopter Needs To Put Into Operation

Component I, Classroom Instruction: Reading, language, and problem solving are integrated and build on children's strengths, interests, and backgrounds, with community as context; teaching styles are based on children's readiness to assume responsibility; grouping depends on tasks and can be varied; available resources reflect diversity of American society, can suit a variety of learning styles, and can contribute to integration of curriculum areas. Component II, Parent Involvement: Parents participate in classroom and school activities, activities that help them become informed about and advocates of educational issues, decisions that affect their school or district.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES ( ) 1 HOUR (X) LONGER (SPECIFY)

Classroom Instruction and Parent Involvement components introduced; slides, films, video, and/or examples of children's work shown to illustrate D/D's personalized education program that emphasizes reading/language and math/problem solving in an integrated learning context; and slides and discussion help to explain characteristics of the Responsive Parent Involvement Program outlined under Basic Features. Audience participation is valued; participants given help in matching D/D services to what they need.

TRAINING: ( ) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS (X) LONGER (SPECIFY) Throughout year

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Training is adapted to each adopter. After three to five days initial training, the adopting school district must release participating staff for three to six days per year for ongoing planning, skill training, and monthly follow-up consultation. The adoption-implementation process involves a team approach.

EVALUATION:

Evaluation design adopted to the adopter's implementation plan. Pre/post measures student outcomes, and implementation objectives can be obtained by observation, interviews, and testing. Data from Project REAL Innovative Configurations and Levels of Use (LOU) to judge the level of implementation, teacher observations/interviews based on training objective, teacher/child records student outcomes and implementation objectives, and reactions to training and consultation must be collected periodically.

FOLLOW-UP:

The first year, follow-up consultation is provided once a month or for the equivalent number of days over the year (nine to 12 days from September to December, for example, six to nine days from January to May). All stakeholders are expected to take part. There is no cost. During the second year, there are three or four visits for continuation planning. All stakeholders are expected to participate. There is no cost to the adopter.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☐
TRAINING	☒	☐	☒	☐
EVALUATION	☒	☐	☒	☐
CURRICULUM	☒	☐	☒	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Any of the following may be required: Wollensak tape recorder, model 2551 AV; Kodak Ektagraphic slide projector, model B-2; overhead projector, videotape deck and large monitor (for black and white); chart paper, easel, markers, and masking tape. SF must provide equipment.

TRAINING: Materials in use and under development by adopter.

Adoption Agreement

	YES	NO	PARTIES SIGNING			
			ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☐	☒	☒	☒	☐	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS		
	TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
° Attend awareness session or introductory workshop, participate in needs assessment and decision to adopt Project REAL, participate in initial training, plan with Project REAL staff for ongoing training consultation, participate in monthly follow-up training and consultation, evaluate both implementation process and impact of adoption with Project REAL staff, work actively toward the continuation of the adoption the following year	X	X	Stakeholders (parents, community when appropriate)

Adoption Expenses

START-UP COST OR RANGE: $ ______ PER NUMBER OF PERSONS (SPECIFY): ______

MAINTENANCE COST OR RANGE: $ 90-$180 PER NUMBER OF PERSONS (SPECIFY): per teacher

Maintenance figure represents three to six days of release time. Manipulative materials to help with integration of curriculum are a posssible additional cost.

Contact

Joan Garipay, Project Director, or Bob Scobie, Staff Developer; Project REAL/Follow Through Resource Center; 85C Mechanic St.; Lebanon, NH 03766. (603) 448-3797.

PROJECT: PROJECT REAL

111-S

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☐	☐	☐
ARKANSAS	☐	☐	☐
CALIFORNIA	☐	☐	☐
COLORADO	☐	☐	☐
CONNECTICUT	☐	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☐	☐	☐
GEORGIA	☐	☐	☐
HAWAII	☐	☐	☐
IDAHO	☐	☐	☐
ILLINOIS	☐	☐	☐
INDIANA	☐	☐	☐
IOWA	☐	☐	☐
KANSAS	☐	☐	☐
KENTUCKY	☐	☐	☐
LOUISIANA	☐	☐	☐
MAINE	☐	☐	☐
MARYLAND	☐	☐	☐
MASSACHUSETTS	☐	☐	☐
MICHIGAN	☐	☐	☐
MINNESOTA	☑	☐	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☐	☐	☐
MONTANA	☐	☐	☐
NEBRASKA	☐	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☑	☐	☐
NEW JERSEY	☐	☐	☐
NEW MEXICO	☐	☐	☐
NEW YORK	☐	☐	☐
NORTH CAROLINA	☐	☐	☐
NORTH DAKOTA	☐	☐	☐
OHIO	☐	☐	☐
OKLAHOMA	☐	☐	☐
OREGON	☐	☐	☐
PENNSYLVANIA	☐	☐	☐
RHODE ISLAND	☐	☐	☐
SOUTH CAROLINA	☐	☐	☐
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☐	☐	☐
TEXAS	☐	☐	☐
UTAH	☐	☐	☐
VERMONT	☑	☐	☐
VIRGINIA	☐	☐	☐
WASHINGTON	☐	☐	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☐	☐	☐
WYOMING	☐	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

RELIGION IN HUMAN CULTURE (RIHC)

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Lee H. Smith	Project Co-Director	23%
Wesley J. Bodin	Project Co-Director	43%
Pat Noyes	Project Assistant	25%
Joan Voigt	Project Assistant	25%

Basic Features Adopter Needs To Put Into Operation

- Purchase the teacher and student materials necessary to teach a minimum of three units
- Provide the released time and resources for the proposed teacher(s) of Religion in Human Culture to participate in the two day Implementation Workshop
- Administer a cognitive pre/posttest evaluation instrument to students enrolled in courses using Religion in Human Culture
- Provide additional statistical information to D/D about the adopting school(s) as required by NDN
- Provide data in subsequent years to D/D for assessment of quality and longevity of the adoption

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES ( ) 1 HOUR (X) LONGER (SPECIFY) 1-1/4 hours

Background for teachers includes introduction to St. Louis Park religious and ethnic diversity: sensitivity to issues confronting schools; guidelines, committee, and recommendations; survey of what's happening around the country, in the courts, and in the nation; funding and the establishment of WRCDC. Field test and publication of religion in human culture also presented. Awareness also includes demonstration of a sample lesson to give a feel for what the course is like, explanation of the model, overview of the course, filmstrip showing content of audio-visual materials, and follow-up involving SF, Educational Programs That Work, and training workshops for potential adopters. Presentation includes lecture, discussion, audience participation.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Implementation workshop may be held at adopting site, at regional site where several schools can participate, or at the D/D site as specified in adoption agreement. Participants may be teachers, administrators, and community people, as agreed to by the adopter, D/D, and SF. Workshop goals are identification and assessment of the role of religion in public school education and, especially, in the social studies; familiarity with alternative approaches and resources for teaching about religions in the schools; providing teachers with background and experiences necessary for using Religion in Human Culture with confidence; providing a plan and instruments for evaluation of the educational impact of implementing Religion in Human Culture.

EVALUATION:

Adopter administers D/D-prepared pre/posttest to measure cognitive growth of students. D/D provides answer sheets for data analysis.

FOLLOW-UP:

D/D provides technical assistance to adopter as long as necessary by telephone, mail, or in person. Adopter responsible for all D/D site visit costs.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☐
TRAINING	☒	☐	☒	☐
EVALUATION	☒	☐	☒	☐
CURRICULUM	☒	☐	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Dukane filmstrip-cassette projector: SF must notify D/D if unable to provide necessary equipment.

TRAINING: Dukane filmstrip-cassette projector, overhead projector, newsprint and markers: SF must notify D/D if unable to provide necessary equipment. Adopter needs required RIHC materials for training.

Adoption Agreement

	YES	NO
SUPPLIED BY D/D	☒	☐
WILLING TO USE SF'S	☒	☐

PARTIES SIGNING

ADOPTER	D/D	SF	FUNDING AGENCY
☒	☒	☒	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Attend awareness session	X		
• Participate in initial and follow-up training	X		
• Administer pre/posttest and send results to D/D	X		
• Secure required curriculum materials	X	X	
• Provide the statistical data on adopting school as required by D/D	X	X	

Adoption Expenses

START-UP COST OR RANGE: $ 800 PER NUMBER OF PERSONS (SPECIFY): 30 students -- $26.66

MAINTENANCE COST OR RANGE: $ 30 PER NUMBER OF PERSONS (SPECIFY): 30 students -- $1

Start-up cost anticipates a five-year adoption. The materials are useable over a five-year period if properly handled.

Awareness and implementation training costs (travel, meals, lodging, etc.) negotiated by SF, LEA, and D/D.

Contact

Wes Bodin and Lee Smith, Co-Directors; World Religions Curriculum Development Center; St. Louis Park Schools; ISD #283; 6425 W. 33rd St.; Minneapolis, MN 55426. (612) 925-4300.

PROJECT: RELIGION IN HUMAN CULTURE (RIHC)

112-S

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES	STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐	NEBRASKA	☑	☐	☐
ALASKA	☐	☐	☐	NEVADA	☐	☐	☐
ARIZONA	☐	☐	☐	NEW HAMPSHIRE	☐	☐	☐
ARKANSAS	☐	☐	☐	NEW JERSEY	☐	☐	☐
CALIFORNIA	☐	☐	☐	NEW MEXICO	☐	☐	☐
COLORADO	☐	☐	☐	NEW YORK	☐	☐	☐
CONNECTICUT	☐	☐	☐	NORTH CAROLINA	☐	☐	☐
DELAWARE	☐	☐	☐	NORTH DAKOTA	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐	OHIO	☐	☐	☐
FLORIDA	☐	☐	☐	OKLAHOMA	☐	☐	☐
GEORGIA	☐	☐	☐	OREGON	☐	☐	☐
HAWAII	☐	☐	☐	PENNSYLVANIA	☐	☐	☐
IDAHO	☐	☐	☐	RHODE ISLAND	☐	☐	☐
ILLINOIS	☑	☐	☐	SOUTH CAROLINA	☐	☐	☐
INDIANA	☐	☐	☐	SOUTH DAKOTA	☐	☐	☐
IOWA	☑	☐	☐	TENNESSEE	☐	☐	☐
KANSAS	☐	☐	☐	TEXAS	☐	☐	☐
KENTUCKY	☐	☐	☐	UTAH	☐	☐	☐
LOUISIANA	☐	☐	☐	VERMONT	☐	☐	☐
MAINE	☐	☐	☐	VIRGINIA	☐	☐	☐
MARYLAND	☐	☐	☐	WASHINGTON	☐	☐	☐
MASSACHUSETTS	☐	☐	☐	WEST VIRGINIA	☐	☐	☐
MICHIGAN	☐	☐	☐	WISCONSIN	☑	☐	☐
MINNESOTA	☑	☐	☐	WYOMING	☐	☐	☐
MISSISSIPPI	☐	☐	☐	VIRGIN ISLANDS	☐	☐	☐
MISSOURI	☐	☐	☐	PUERTO RICO	☐	☐	☐
MONTANA	☐	☐	☐				

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PROJECT INFORMATION SHEET

Project

RICHMOND (VIRGINIA) FOLLOW THROUGH RESOURCE CENTER

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Virgie Binford	Project Coordinator	0%*
Ronald Robertson	Public Relations and Media Specialist	100%
Shirley Seay	Training and Demonstration Specialist	100%
Margaret Walker	Secretary	100%
Ernestine Brunson	Resource Center Assistant	100%
Michelle Johnson	Resource Center Assistant	100%

*Salary is paid with non-NDN funds.

Basic Features Adopter Needs To Put Into Operation

Parents in the program use role-playing and structured activities to reinforce their child's learning. Adopter makes weekly home visits or other contact with parents. Structured strategies (Desirable Teaching Behaviors) are used, professionals and paraprofessionals work together as a team, and adopter sponsors comprehensive services and parent groups. Program assessment includes pre/post achievement testing, measures of parent participation, and may include measures of attitude change.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES ( ) 1 HOUR (X) LONGER (SPECIFY) 1-1/2 hours

Parent Education Resource Center staff, administrators, teachers, parents, and Follow Through staff are involved in awareness and training. A variable format is used. Presentations may include mixed media presentations, mini-lectures, film, and simulation of Home Learning Activities with audience participation. Each session includes coverage of four components: home, classroom/school, comprehensive services, and parent advisory councils, plus evaluation procedures.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Same as awareness with an in-depth exposure to the program. Includes training materials, home and classroom demonstrations, training in planning and implementing program objectives, and measures of effectiveness.

EVALUATION:

Data to be collected include standardized measures of student achievement (pre/post), evidence of parent participation, and may include (depending upon adopter objectives) measures of attitude and/or self-concept change in children, parents or teachers. Instruments may be developed jointly by the D/D and adopter to monitor specific objectives.

FOLLOW-UP:

Follow-up continues for two years after adoption and involves Parent Education Resource Center staff and trainers in each component with a representative group from adopter's site. Follow-up consists of at least one visit by D/D to adopter's site per semester and at least one visit per year by adopter to D/D site.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☐
TRAINING	☒	☐	☒	☐
EVALUATION	☒	☒	☒	☐
CURRICULUM	☒	☐	☒	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Three carousel projectors with zoom lens, cassette tape recorder, overhead projector, 16mm projector, and three projection screens are needed. If these are not available, D/D will provide the equipment.

TRAINING: Same as above, plus a color video cassette playback unit.

Adoption Agreement

	YES	NO		PARTIES SIGNING		
			ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☒	☐	☒	☒	☒	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
° Participate in needs assessment, awareness, initial and follow-up training; secure required materials	X	X	Parents
° Administer pretests	X		

Adoption Expenses

START-UP COST OR RANGE: $ 100 PER NUMBER OF PERSONS (SPECIFY): one

MAINTENANCE COST OR RANGE: $ 100 PER NUMBER OF PERSONS (SPECIFY): one

This amount is based on cost of travel to and from training sessions, acquisition of materials, cost of outside evaluator (as required by funding source), telephone, postage, and other expenses.

Contact

Virgie M. Binford, Project Coordinator; Follow Through Program; 301 N. Ninth St.; Richmond, VA 23219.
(804) 780-5341.

PROJECT: RICHMOND (VIRGINIA) FOLLOW THROUGH RESOURCE CENTER

113-S

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES	STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐	NEBRASKA	☐	☐	☐
ALASKA	☐	☐	☐	NEVADA	☐	☐	☐
ARIZONA	☐	☐	☐	NEW HAMPSHIRE	☐	☐	☐
ARKANSAS	☐	☐	☐	NEW JERSEY	☐	☐	☐
CALIFORNIA	☐	☐	☐	NEW MEXICO	☐	☐	☐
COLORADO	☐	☐	☐	NEW YORK	☐	☐	☐
CONNECTICUT	☐	☐	☐	NORTH CAROLINA	☑	☐	☐
DELAWARE	☐	☐	☐	NORTH DAKOTA	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐	OHIO	☐	☐	☐
FLORIDA	☐	☐	☐	OKLAHOMA	☐	☐	☐
GEORGIA	☐	☐	☐	OREGON	☐	☐	☐
HAWAII	☐	☐	☐	PENNSYLVANIA	☐	☐	☐
IDAHO	☐	☐	☐	RHODE ISLAND	☐	☐	☐
ILLINOIS	☐	☐	☐	SOUTH CAROLINA	☐	☐	☐
INDIANA	☐	☐	☐	SOUTH DAKOTA	☐	☐	☐
IOWA	☑	☐	☐	TENNESSEE	☐	☐	☐
KANSAS	☐	☐	☐	TEXAS	☐	☐	☐
KENTUCKY	☐	☐	☐	UTAH	☐	☐	☐
LOUISIANA	☐	☐	☐	VERMONT	☐	☐	☐
MAINE	☐	☐	☐	VIRGINIA	☑	☑	☐
MARYLAND	☐	☐	☐	WASHINGTON	☐	☐	☐
MASSACHUSETTS	☐	☐	☐	WEST VIRGINIA	☐	☐	☐
MICHIGAN	☑	☐	☐	WISCONSIN	☐	☐	☐
MINNESOTA	☐	☐	☐	WYOMING	☐	☐	☐
MISSISSIPPI	☐	☐	☐	VIRGIN ISLANDS	☐	☐	☐
MISSOURI	☐	☐	☐	PUERTO RICO	☐	☐	☐
MONTANA	☐	☐	☐				

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PROJECT INFORMATION SHEET

Project

THE RUTLAND CENTER -- DEVELOPMENTAL THERAPY MODEL FOR TREATING EMOTIONALLY DISTURBED CHILDREN

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Karen R. Davis	Project Director	10%
Susan A. Galis	Training Associate	5%
Vacant	Training Associate	50%
Faye Swindle	Evaluation Specialist	25%
Delores Phillips	Secretary	25%

Basic Features Adopter Needs To Put Into Operation

Adopter must use the D/D curriculum and rating form; place children according to D/D guidelines; where possible, place children in a normal class setting; and involve the child's parents and regular teacher. The evaluation plan must provide pre/post data, plus provide data for quarterly and annual reports. In addition, the adoption site must provide evidence of community support, administrative flexibility, and need for services; must obligate one person to work with the D/D; must provide intake, referral, and diagnostic services; must serve approximately 25 preschool handicapped children and their families, and be legally able to serve them; and must provide a minimum of one certified teacher, one teacher's aide, one monitor-parent, and one part-time assessment staff member.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR (X) LONGER (SPECIFY) D/D prefers 2 hours

Awareness consists of an audiovisual presentation and a discussion, both designed to give an overview of the program.

TRAINING: ( ) 1-2 DAYS ( ) 3-4 DAYS (X) 5-6 DAYS (X) LONGER (SPECIFY) Depends on training needs

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Training usually takes eight to ten days and consists of orientation to and comprehensive study of objectives, techniques, activities, materials, and evaluation.

EVALUATION:

Adopter must use various D/D forms which provide the following information: child progress data (DTORF and pre/post percentage gains), description and summary data (demographic), feedback data on D/D training effectiveness, training needs data, documentation of formal presentations of model, and evaluation of D/D materials.

FOLLOW-UP:

Follow-up services are provided on request by adopter with shared cost.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☐	☐
TRAINING	☒	☒	☒	☒
EVALUATION	☒	☐	☒	☐
CURRICULUM	☒	☒	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Display area, chalkboard, 3/4-inch color video playback unit and monitor or 16mm projector (a slide projector and cassette can be used instead).

TRAINING: Developmental Therapy, $12.95 per copy; Developmental Therapy Objectives Workbook, $8.95 per copy; 3/4-inch color video playback unit and monitor or 16mm projector; carousel slide projector and audio cassette recorder; chalkboard; display area; overhead projector; filmstrip projector.

Adoption Agreement

	YES	NO	PARTIES SIGNING: ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☐	☐	☒	☒	☐	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS: TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
° Participate in initial and follow-up training, administer pretest forms required (Training Needs, DTORF), secure materials required	X	X	

Adoption Expenses

START-UP COST OR RANGE: $ ____________ PER NUMBER OF PERSONS (SPECIFY): ____________

MAINTENANCE COST OR RANGE: $ ____________ PER NUMBER OF PERSONS (SPECIFY): ____________

The costs involved in setting up the Developmental Therapy classrooms will depend on what is currently available at the adopter site. See the "Basic Features Adopter Needs" for required personnel and classroom space. If no appropriate materials or supplies are available and a classroom must be established the cost would be approximately $1,500 per classroom.

Contact

Karen R. Davis, Project Director; National Technical Assistance Office; 125 Minor St.; Athens, GA 30606. (404) 542-6076 or 549-3030. Mary M. Wood, Director; Developmental Therapy Institute; College of Education; 570 Aderhold Hall; University of Georgia; Athens, GA 30602. (404) 542-1685, ext. 50 or 70.

TRAINERS LISTING

Project: THE RUTLAND CENTER -- DEVELOPMENTAL THERAPY MODEL FOR TREATING EMOTIONALLY DISTURBED CHILDREN

Selection Process: Trainer must complete the Advanced Training in Developmental Therapy provided by the Developmental Therapy Institute and meet the following requirements: learn the basic content of Developmental Therapy, master the Developmental Therapy Objectives Rating Form, develop skill in individual supervision of a trainee learning Developmental Therapy, develop skill in conducting group training session, and demonstrate proficiency in using the Developmental Therapy Verification Form.

Name	Background	APPROVED SERVICES				EXPENSES *				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Bonnie Eninger San Diego, CA	Summer 76; Certified Developmental Therapy Instructor; urban/suburban/rural; small groups preferred; teachers/administrators; preschool/elementary	X	X	X	X					X		X
Gale Anderson Denver, CO	Summer 80; Certified Developmental Therapy Instructor; urban/suburban/rural; small groups preferred; teachers/administrators; preschool/elementary	X	X	X	X					X		X
Muncie Cooper Dalton, GA	Summer 78; Certified Developmental Therapy Instructor; urban/suburban/rural; small groups preferred; teachers/administrators; preschool/elementary	X	X	X	X					X		X
Barbara Geter Athens, GA	Summer 77; Certified Developmental Therapy Instructor; urban/suburban/rural; small groups preferred; teachers/administrators; preschool/elementary	X	X	X	X					X		X
Mary Leiter Atlanta, GA	Summer 76; Certified Developmental Therapy Instructor; urban/suburban/rural; small groups preferred; teachers/administrators; preschool/elementary	X	X	X	X					X		X
Andrea Lomax Athens, GA	Summer 75; Certified Developmental Therapy Instructor; urban/suburban/rural; small groups preferred; teachers/administrators; preschool/elementary; specialty is arts in Developmental Therapy, especially sociodrama	X	X	X	X					X		X
Rosalie McKenzie Athens, GA	Summer 77; Certified Developmental Therapy Instructor; urban/suburban/rural; small groups preferred; teachers/administrators; preschool/elementary; specialty is neurologically impaired preschoolers	X	X	X						X		X
Jennie Purvis Savannah, GA	Summer 79; Certified Developmental Therapy Instructor; urban/suburban/rural; small groups preferred; teachers/administrators; preschool/elementary; specialty is music therapy	X	X	X	X					X		X
Pat Stovall Athens, GA	Summer 80; Certified Developmental Therapy Instructor; urban/suburban/rural; small groups preferred; teachers/administrators; preschool/elementary	X	X	X	X					X		X
Diane Weller Athens, GA	Summer 75; Certified Developmental Therapy Instructor; urban/suburban/rural; small groups preferred; teachers/administrators; preschool/elementary	X	X	X	X					X		X
Tony Beardsley Rockford, IL	Summer 75; Certified Developmental Therapy Instructor; urban/suburban/rural; small groups preferred; teachers/adminstrators; preschool/elementary	X	X	X	X					X		X
Barbara Reid Champaign, IL	Summer 75; Certified Developmental Therapy Instructor; urban/suburban/rural; small groups preferred; teachers/administrators; preschool/elementary; specialty is pre-school/administration	X	X	X	X					X		X
Ginny Bunker Minneapolis, MN	Summer 78; Certified Developmental Therapy Instructor; urban/suburban/rural; small groups preferred; teachers/administrators; preschool/elementary	X	X	X	X					X		X

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TRAINERS LISTING (continued)

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Janet Ray Greensboro, NC	Summer 80; Certified Developmental Therapy Instructor; urban/suburban/rural; small groups preferred; teachers/ administrators; preschool/elementary	X	X	X	X					X		X
Mary Bross Whitewater, WI	Winter 78; Certified Developmental Therapy Instructor; urban/suburban/rural; small groups preferred; teachers/ administrators; preschool/elementary * All expenses are negotiated	X	X	X	X					X		X

PROJECT: THE RUTLAND CENTER -- DEVELOPMENTAL THERAPY MODEL FOR TREATING EMOTIONALLY DISTURBED CHILDREN

114-S

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☐	☐	☐
ARKANSAS	☐	☐	☐
CALIFORNIA	☑	☐	☐
COLORADO	☑	☐	☐
CONNECTICUT	☑	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☐	☐	☐
GEORGIA	☑	☐	☐
HAWAII	☐	☐	☐
IDAHO	☐	☐	☐
ILLINOIS	☐	☐	☐
INDIANA	☑	☐	☐
IOWA	☐	☐	☐
KANSAS	☐	☐	☐
KENTUCKY	☐	☐	☐
LOUISIANA	☐	☐	☐
MAINE	☐	☐	☐
MARYLAND	☐	☐	☐
MASSACHUSETTS	☐	☐	☐
MICHIGAN	☐	☐	☐
MINNESOTA	☑	☐	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☐	☐	☐
MONTANA	☐	☐	☐
NEBRASKA	☐	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☐	☐	☐
NEW JERSEY	☐	☐	☐
NEW MEXICO	☐	☐	☐
NEW YORK	☑	☐	☐
NORTH CAROLINA	☑	☐	☐
NORTH DAKOTA	☐	☐	☐
OHIO	☐	☐	☐
OKLAHOMA	☐	☐	☐
OREGON	☐	☐	☐
PENNSYLVANIA	☑	☐	☐
RHODE ISLAND	☐	☐	☐
SOUTH CAROLINA	☑	☐	☐
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☑	☐	☐
TEXAS	☐	☐	☐
UTAH	☐	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☐	☐	☐
WASHINGTON	☑	☐	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☐	☐	☐
WYOMING	☐	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

SCHOOL HEALTH CURRICULUM PROJECT (SHCP)

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Nancy L. Evans	Project Associate: coordinator of D/D grant	

Basic Features Adopter Needs To Put Into Operation

- Small-group activities in learning stations
- Showing of filmstrips, slides, films, tapes, records
- Integration of curriculum into such subject areas as reading, writing, art, music, arithmetic, physical fitness
- Involvement of parents, school personnel, and community members (pharmacists, dental hygienists, physicians, firemen)
- Use of such props and tools as microscopes, projectors, smoking machines, human body manikins.
- Combination of large-group discussions, individual activities, and classroom presentations.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

Overview of project using media presentation, discussion period, and if time permits, "hands-on" activities

TRAINING: ( ) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS (X) LONGER (SPECIFY) 45-60 hours

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

A certified trainer can go to the adopter site or the adopter can participate in a regional training workshop. A team of at least two classroom teachers, an administrator, and support people (nurse, media specialist, curriculum coordinator, or health educator should participate). Team members are familiarized with the health content, teaching methods, and program resources while participating in the same activities as students in the classroom. Major content areas include the respiratory, circulatory, and nervous systems in conjunction with such health topics as nutrition, exercise, stress control, and substance use and abuse, and decision making skills.

EVALUATION:

The training coordinators oversee the activities for evaluating implementation as outlines in the adoption plan. D/D is developing evaluation instruments.

FOLLOW-UP:

D/D training coordinator provides follow-up assistance and monitoring if funds permit.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☐
TRAINING	☒	☐	☒	☐
EVALUATION	☒	☐	☒	☐
CURRICULUM	☒	☐	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Either slide carousel, slide tray, and tape recorder, or overhead projector.

TRAINING: SHCP training coordinators have this information. Contact D/D for names and addresses.

Adoption Agreement

	YES	NO	ADOPTER	D/D	SF	FUNDING AGENCY
			PARTIES SIGNING			
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☒	☐	☒	☒	☒	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
° A team of two classroom teachers, administrator, and resource person attends training	X	X	Resource Person
° Use SHCP instructional materials and teaching activities in two classrooms	X	X	Parents, Community
° Provide training workshops after the first year of implementation for additional teachers in district at same grade level, permit visits to adopter site, release trained team members for a reconvening session, cooperate with efforts to evaluate the project.	X	X	

Adoption Expenses

START-UP COST OR RANGE: $ 3,500 PER NUMBER OF PERSONS (SPECIFY): ________

MAINTENANCE COST OR RANGE: $ 500 PER NUMBER OF PERSONS (SPECIFY): ________

Costs are for trainers fees and expenses and classroom materials. Materials include books, films, filmstrips, tapes, and other audiovisual materials, models for the body systems, and worksheets. One set of materials is sufficient for one school and can even be shared within a district as more teachers are trained. The start-up cost estimate is for teams trained with NDN funds. Add an addition $1,000 per team if NDN funds unavailable.

Contact

Nancy L. Evans, Project Associate; National Center for Health Education; School Health Education Project;
901 Sneath Ln.; Suite 215; San Bruno, CA 94066. (415) 952-7922 or (800) 227-6934.

TRAINERS LISTING

Project: SCHOOL HEALTH CURRICULUM PROJECT (SHCP)

Selection Process: Training coordinators responsible for teacher-training workshops must have taught the program or been trained in it; have experience working with administrators and community organizations, securing funding, coordinating acquisition of materials, arranging travel for teams, scheduling events, giving workshops, teaching health content, supervising and helping adopters. Teacher-trainers, who help training coordinators, must have had classroom teaching experience, been trained by a D/D teacher trainer, taught in D/D program or helped a D/D program teacher.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Larry K. Olsen Tempe, AZ	Chairman, Department of Health Science	X	X	X	X		X	X	X	X		X
Kerry Redican Tempe, AZ	Assistant Professor, Department of Health Science	X	X	X	X		X	X	X	X		X
Arvil Burks Conway, AR	Chairman, Department of Health, Physical Education and Recreation	X	X	X	X		X	X	X	X		X
Pat Ross So. San Francisco, CA	South San Francisco Unified School District	X	X	X	X		X	X	X	X		X
Mary Salocks San Jose, CA	Coordinator of Health Programs	X	X	X	X		X	X	X	X		X
Margaret Willmon San Diego, CA	Health Consultant	X	X	X	X		X	X	X	X		X
Kay Nation Denver, CO	Adams County District	X	X	X	X		X	X	X	X		X
Harold Wilson Denver, CO	Director of Athletics and Physical Education	X	X	X	X		X	X	X	X		X
Francis E. Young Jacksonville, FL	Program Development Consultant, Florida Lung Association	X	X	X	X		X	X	X	X		X
Irene Mc[illegible]stine Eagle Grove, IA	Eagle Grove School District	X	X	X	X		X	X	X	X		X
Edyth Banks Wichita, KS	Project Specialist, Wichita Public Schools	X	X	X	X		X	X	X	X		X
Donna Travis Wichita, KS	Coordinator for Health Services, Wichita Public Schools	X	X	X	X		X	X	X	X		X
Darrel Walton Topeka, KS	Executive Director, Kansas Lung Association	X	X	X	X		X	X	X	X		X
Peter Cheney Yarmouth, ME	Principal	X	X	X	X		X	X	X	X		X
Carl Winslow Yarmouth, ME	Assistant Superintendent	X	X	X	X		X	X	X	X		X
Mary Malamphy Cumberland, MD	County school district supervisor	X	X	X	X		X	X	X	X		X
Donald Bell North Reading, MA	Principal	X	X	X	X		X	X	X	X		X
Howard Holmes Randolph, MA	Principal	X	X	X	X		X	X	X	X		X
Arnold Levine Randolph, MA	Director of Health and Physical Education	X	X	X	X		X	X	X	X		X
Grace Mattern Randolph, MA	Media Specialist	X	X	X	X		X	X	X	X		X

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TRAINERS LISTING (continued)

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Patricia Arens Detroit, MI	Planning Associate for Health, United Community Services of Metropolitan Detroit	X	X	X	X		X	X	X	X		X
Kalvin Engelberg Pontiac, MI	Information Specialist, Oakland County Health Department	X	X	X	X		X	X	X	X		X
Penny Gottier St. Paul, MN	Minnesota Lung Association	X	X	X	X		X	X	X	X		X
Paul Sleeman Virginia, MN	Health Educator	X	X	X	X		X	X	X	X		X
Grace Henze Albuquerque, NM		X	X	X	X		X	X	X	X		X
Gerald Bradnick E. Northport, NY	Principal	X	X	X	X		X	X	X	X		X
Fred Burdick Delmar, NY	Coordinator	X	X	X	X		X	X	X	X		X
Dolores Debus Syosset, NY	Walt Whitman Elementary School	X	X	X	X		X	X	X	X		X
Paul Van Demark Delmar, NY	Bethlehem Central School District	X	X	X	X		X	X	X	X		X
Doris T. Dolley Westbury, NY	Regional Coordinator, BOCES	X	X	X	X		X	X	X	X		X
Freya Klein Brooklyn, NY	Center for Health	X	X	X	X		X	X	X	X		X
Betty Spectorman Hempstead, NY	Project Coordinator, Nassau County Department of Drug and Alcohol Addiction	X	X	X	X		X	X	X	X		X
Ray Williams Albany, NY	Assistant Director, Professional Education and Smoking Programs, American Lung Association of New York State	X	X	X	X		X	X	X	X		X
William Wells Woodbury, NY	Principal	X	X	X	X		X	X	X	X		X
August Ritter Bismarck, ND	Principal	X	X	X	X		X	X	X	X		X
Phil Heit Columbus, OH	Associate Professor, Health Education	X	X	X	X		X	X	X	X		X
Tony Blaha Wayne, PA	Health Coordinator	X	X	X	X		X	X	X	X		X
Vern Hauser Pine Ridge, SD	Education Administrator, Bureau of Indian Affairs	X	X	X	X		X	X	X	X		X
Jan Hayes Murfreesboro, TN	Middle Tennessee State University	X	X	X	X		X	X	X	X		X
Boyd Pexton Salt Lake City, UT	Health and Physical Education Specialist	X	X	X	X		X	X	X	X		X
Kay Scott Seattle, WA	Program Manager, Washington Lung Association	X	X	X	X		X	X	X	X		X
Larry R. Temple Seattle, WA	Seattle School District	X	X	X	X		X	X	X	X		X
Eleanor Buchanan Charleston, WV	Kanawha County Schools	X	X	X	X		X	X	X	X		X
Margarett Grizzell Charleston, WV		X	X	X	X		X	X	X	X		X
Martha DuShaw St. Thomas, Ontario Canada	Consultant, Health Education	X	X	X	X		X	X	X	X		X

PROJECT: SCHOOL HEALTH CURRICULUM PROJECT (SHCP)

115-S

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☑	☑	☐
ARIZONA	☑	☑	☐
ARKANSAS	☑	☑	☑
CALIFORNIA	☑	☑	☑
COLORADO	☑	☑	☑
CONNECTICUT	☑	☑	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☑	☑	☐
GEORGIA	☑	☑	☐
HAWAII	☐	☐	☐
IDAHO	☐	☐	☐
ILLINOIS	☑	☑	☐
INDIANA	☐	☐	☐
IOWA	☑	☑	☐
KANSAS	☑	☑	☐
KENTUCKY	☐	☐	☐
LOUISIANA	☐	☐	☐
MAINE	☑	☑	☐
MARYLAND	☑	☑	☐
MASSACHUSETTS	☑	☑	☐
MICHIGAN	☑	☑	☐
MINNESOTA	☑	☑	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☐	☐	☐
MONTANA	☑	☑	☐
NEBRASKA	☑	☑	☐
NEVADA	☑	☑	☐
NEW HAMPSHIRE	☑	☑	☐
NEW JERSEY	☑	☑	☐
NEW MEXICO	☑	☑	☐
NEW YORK	☑	☑	☑
NORTH CAROLINA	☑	☑	☐
NORTH DAKOTA	☑	☑	☐
OHIO	☑	☑	☐
OKLAHOMA	☑	☑	☐
OREGON	☐	☐	☐
PENNSYLVANIA	☑	☑	☐
RHODE ISLAND	☑	☑	☐
SOUTH CAROLINA	☐	☐	☐
SOUTH DAKOTA	☑	☑	☐
TENNESSEE	☑	☑	☐
TEXAS	☐	☐	☐
UTAH	☑	☑	☐
VERMONT	☐	☐	☐
VIRGINIA	☑	☑	☐
WASHINGTON	☑	☑	☐
WEST VIRGINIA	☑	☑	☐
WISCONSIN	☐	☐	☐
WYOMING	☐	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☑	☑	☐

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PROJECT INFORMATION SHEET

Project

SCHOOL VOLUNTEER DEVELOPMENT PROJECT

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Gina Craig	Coordinator of Volunteer Services	50%
Johanna Bullock	Coordinator of Training	100%

Basic Features Adopter Needs To Put Into Operation

Volunteers must be working directly with students in the instructional program as reading and math tutors; someone must be designated to coordinate the program at the school and/or district level; a structured plan for the recruitment, placement, training, and monitoring of volunteers must be established; and a system for assessing school needs and training school leaders, who coordinate the program, and teachers, who utilize the service of volunteers, must be established.

Services/Resources

AWARENESS: (X) 1/2 HOUR (X) 45 MINUTES (X) 1 HOUR (X) LONGER (SPECIFY)

The manner of presentation varies depending upon the amount of time scheduled. Longer presentations include audience participation and are varied to meet adopter needs if these are known prior to presentation.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Training is designed to prepare for their respective roles those people selected to coordinate the program on a school or district level. The training workshop prepares adopters to recruit, interview, screen, place, train, and monitor volunteers. Participants are trained to structure a volunteer program according to the school needs and to prepare the school staff to effectively work with volunteers. Participants are also familiarized with the SVDP evaluation design, which enables adopters to measure the impact of the program on student achievement.

EVALUATION:

The district-administered nationally validated standardized tests for reading and math achievement are used in the SVDP evaluation design. The scores of students being tutored are used to measure increases in achievement level.

FOLLOW-UP:

Follow-up services will be provided by the SVDP staff for up to one year following the initial installation training. Services provided vary according to the needs of the adopter and the extent of the initial installation training. Costs of services are the responsibility of the adopter.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☒	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☐	☐	☐	☐
CURRICULUM	☐	☐	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: 16mm projector, cassette player, and filmstrip projector

TRAINING: filmstrip projector, cassette tape player, 16mm projector, newsprint, magic markers, and masking tape

Adoption Agreement

	YES	NO	ADOPTER	D/D	SF	FUNDING AGENCY
			PARTIES SIGNING			
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☐	☒	☒	☒	☐	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Select person(s) to coordinate program		X	
• Provide training for program coordinator(s)		X	
• Purchase SVDP materials		X	
• Provide training for key personnel at adopting site(s)	X	X	Volunteers
• Provide SVDP with requested impact data			Program Coord.

Adoption Expenses

START-UP COST OR RANGE: $ 1 PER NUMBER OF PERSONS (SPECIFY): pupil

MAINTENANCE COST OR RANGE: $ .50 PER NUMBER OF PERSONS (SPECIFY): pupil

Start-up costs include materials and training by project staff or designee. Maintenance costs include expenditures beyond the first year, for recruitment flyers, training materials, handbooks, and other items.

Contact

Gina Craig, Project Director, or Johanna Bullock, Coordinator of Training; School Volunteer Development Project; 1410 N.E. Second Ave.; Miami, FL 33158. (305) 371-2491.

TRAINERS LISTING

Project: SCHOOL VOLUNTEER DEVELOPMENT PROJECT (SVDP)

Selection Process: Turnkey trainers are selected from those who have: served as full-time svp coordinator; successfully installed SVDP model in school or district; and maintained a program in operation for at least one year. Once a turnkey trainer has been identified and trained, he is able to provide all services.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Liz Bullock Jackson, MS	Fall 1978; Coordinator of Volunteer Services, Jackson Public Schools	X	X		X	X		X	X		X	X
Nancy McDonald Tulsa, OK	September, 1976; Coordinator of Volunteer Services, Tulsa Public Schools	X	X		X	X		X	X		X	X
Sandy Nix Houston, TX	Coordinator of Volunteer Services, Region IV Education Service Center	X	X		X	X		X	X		X	X

PROJECT: SCHOOL VOLUNTEER DEVELOPMENT PROJECT

116-S

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☑	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☑	☐	☐
ARKANSAS	☑	☐	☐
CALIFORNIA	☑	☐	☐
COLORADO	☐	☐	☐
CONNECTICUT	☑	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☑	☐	☐
FLORIDA	☑	☐	☐
GEORGIA	☑	☐	☐
HAWAII	☐	☐	☐
IDAHO	☑	☐	☐
ILLINOIS	☑	☐	☐
INDIANA	☑	☐	☐
IOWA	☑	☐	☐
KANSAS	☑	☐	☐
KENTUCKY	☑	☐	☐
LOUISIANA	☑	☐	☐
MAINE	☑	☐	☐
MARYLAND	☐	☐	☐
MASSACHUSETTS	☐	☐	☐
MICHIGAN	☑	☐	☐
MINNESOTA	☑	☐	☐
MISSISSIPPI	☑	☐	☑
MISSOURI	☑	☐	☐
MONTANA	☐	☐	☐
NEBRASKA	☑	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☐	☐	☐
NEW JERSEY	☐	☐	☐
NEW MEXICO	☐	☐	☐
NEW YORK	☑	☐	☐
NORTH CAROLINA	☑	☐	☐
NORTH DAKOTA	☐	☐	☐
OHIO	☑	☐	☐
OKLAHOMA	☑	☐	☑
OREGON	☐	☐	☐
PENNSYLVANIA	☑	☐	☐
RHODE ISLAND	☑	☐	☐
SOUTH CAROLINA	☑	☐	☐
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☑	☐	☐
TEXAS	☑	☑	☐
UTAH	☐	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☑	☐	☐
WASHINGTON	☑	☐	☐
WEST VIRGINIA	☑	☐	☐
WISCONSIN	☐	☐	☐
WYOMING	☑	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

SEAPORT: Student Education Assuring Positive Organized Reading Techniques

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Mary C. Macioci	Project Director: advises, oversees activities	20%
Mary E. Kohring	Dissemination Facilitator: supervises awareness	40%
Elise G. LaParie	Clerical aide: performs office functions	60%
Robert Reid	Evaluator: conducts monitoring, evaluation	Consultant

Basic Features Adopter Needs To Put Into Operation

Elementary or Junior high Remedial Reading Program

- °diagnostic/prescriptive instructional management system
- °laboratory classroom setting
- °reading specialist
- °small-group instruction
- °wide variety of methods and materials, with focus on content area reading
- °parent teacher conferences

Parent Involvement Component

- °home/school liaison specialist
- °home visits
- °monthly newsletter
- °parenting workshop
- °preschool screening
- °parent advisory councils

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

One presenter shows a 15-minute slide-tape, uses overhead transparencies to describe particular program features, and answers questions from the audience.

TRAINING: ( ) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY) 2-1/2 days

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Participants: reading specialist, classroom teachers, and principal. Topics: diagnosis, prescriptive interventions, reading in the content areas, learning styles, and communication and consultation skills. Training format is flexible. D/D takes features already in place at the adopter site into account, as well as particular needs of adopter staff.

EVALUATION:

Monitoring for fidelity of implementation takes place six months after start-up. Pre- and posttesting with a nationally validated test of reading skills is used to assess student gains. Test may be one that adopter already has, or it may be selected specially for product evaluation. Adopter collects data and transmits to D/D for analysis. A project-developed questionnaire is used to evaluate teacher attitude change.

FOLLOW-UP:

Follow-up is provided as needed for as long as deemed useful after the required six-month monitoring. Adopter assumes all costs.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☒	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☐	☐	☒
CURRICULUM	☐	☐	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: A carousel slide projector, cassette tape recorder, overhead projector, extension cord, and screen are required.

TRAINING: A classroom or staff room and training manuals for reading specialist and classroom teachers are required.

Adoption Agreement

	YES	NO				
			PARTIES SIGNING			
			ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☐	☒	☒	☒	☒	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Attend awareness presentation or visit D/D site	X	X	
• Submit preadoption needs assessment and sign adoption agreement		X	
• Attend training program	X	X	
• Administer pre- and posttesting	X		
• Attend monitoring and follow-up sessions	X	X	

Adoption Expenses

START-UP COST OR RANGE: $ 250 - $800 PER NUMBER OF PERSONS (SPECIFY): 50 students, 10 teachers

MAINTENANCE COST OR RANGE: $ ____ PER NUMBER OF PERSONS (SPECIFY): ____

If adopting district already has a reading teacher and a good supply of remedial reading materials, start-up cost is for training and monitoring and evaluation data only. Training: training manual, one per trainee, $10 each; substitute or stipend pay for participants; trainer's travel expenses; and trainer's per diem for training sessions not held during normal school time. Evaluation: pre- and posttests and scoring.

Contact

Mary C. Macioci, Project Director, or Mary E. Kohring, Dissemination Facilitator; Project SEAPORT; Newport School Department Administration Center; Grant Programs Office; Mary St.; Newport, RI 02840. (401) 846-4700 or 849-4588.

PROJECT: SEAPORT: Student Education Assuring Positive Organized Reading Techniques

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES	STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐	NEBRASKA	☐	☐	☐
ALASKA	☐	☐	☐	NEVADA	☐	☐	☐
ARIZONA	☐	☐	☐	NEW HAMPSHIRE	☐	☐	☐
ARKANSAS	☐	☐	☐	NEW JERSEY	☐	☐	☐
CALIFORNIA	☐	☐	☐	NEW MEXICO	☐	☐	☐
COLORADO	☐	☐	☐	NEW YORK	☐	☐	☐
CONNECTICUT	☐	☐	☐	NORTH CAROLINA	☐	☐	☐
DELAWARE	☐	☐	☐	NORTH DAKOTA	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐	OHIO	☑	☐	☐
FLORIDA	☐	☐	☐	OKLAHOMA	☐	☐	☐
GEORGIA	☐	☐	☐	OREGON	☐	☐	☐
HAWAII	☐	☐	☐	PENNSYLVANIA	☐	☐	☐
IDAHO	☐	☐	☐	RHODE ISLAND	☑	☐	☐
ILLINOIS	☐	☐	☐	SOUTH CAROLINA	☑	☐	☐
INDIANA	☐	☐	☐	SOUTH DAKOTA	☐	☐	☐
IOWA	☐	☐	☐	TENNESSEE	☐	☐	☐
KANSAS	☐	☐	☐	TEXAS	☐	☐	☐
KENTUCKY	☐	☐	☐	UTAH	☐	☐	☐
LOUISIANA	☐	☐	☐	VERMONT	☐	☐	☐
MAINE	☐	☐	☐	VIRGINIA	☐	☐	☐
MARYLAND	☐	☐	☐	WASHINGTON	☐	☐	☐
MASSACHUSETTS	☐	☐	☐	WEST VIRGINIA	☐	☐	☐
MICHIGAN	☐	☐	☐	WISCONSIN	☐	☐	☐
MINNESOTA	☑	☐	☐	WYOMING	☐	☐	☐
MISSISSIPPI	☐	☐	☐	VIRGIN ISLANDS	☐	☐	☐
MISSOURI	☐	☐	☐	PUERTO RICO	☐	☐	☐
MONTANA	☑	☐	☐				

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PROJECT INFORMATION SHEET

Project

SECONDARY CREDIT EXCHANGE PROGRAM

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
David W. Randall	Director	10%
Tito J. Moreno	Developer/Demonstrator	50%

Basic Features Adopter Needs To Put Into Operation

- Obtain students' course schedule from home school
- Obtain MSRTS forms for migrant students
- Conduct tutorial, small-group, or combined classes meeting specific course requirements
- Gather pre/posttest data and/or grades
- Place teacher and sometimes one aide per class

Services/Resources

AWARENESS: ( ) 1/2 HOUR (x) 45 MINUTES ( ) 1 HOUR ( ) LONGER (SPECIFY)

District administration and building principal should attend. Topics covered are the cost of the program, arrangements that have to be made between home base and receiving schools, hiring of personnel, materials and facility, and management of the program. A lecture is followed by questions and answers.

TRAINING: (x) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(x) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Teachers, home visitors, and aides and other ancillary staff should participate. Topics are training teachers and others to work with migrant students, recruitment, use of MSRTS, determining specific course requirements, and obtaining course materials.

EVALUATION:

Records of pre/posttest scores on MSRTS and SIS, the number of instructional days per student, and the number of course credits transferred to home base school per student are required. The adopter must gather data on adoption requirements and success of the objectives.

FOLLOW-UP:

Follow-up services can be provided by phone at any time during or after adoption.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☒	☐
TRAINING	☐	☐	☒	☐
EVALUATION	☐	☐	☐	☐
CURRICULUM	☒	☐	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: None required.

TRAINING: None required.

Adoption Agreement

	YES	NO
SUPPLIED BY D/D	☒	☐
WILLING TO USE SF'S	☐	☐

PARTIES SIGNING

ADOPTER	D/D	SF	FUNDING AGENCY
☒	☒	☒	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Recruit migrant students			Home Visitor
• Begin communication between the home and exchange schools	X	X	
• Hire staff		X	
• Enroll students on MSRTS		X	
• Determine course requirements, provide materials, and begin classes	X		
• Monitor and evaluate student progress	X		
• Exchange student credits at end of program	X	X	
• Evaluate program	X	X	

Adoption Expenses

START-UP COST OR RANGE: $ 1,000 PER NUMBER OF PERSONS (SPECIFY): 8 persons

MAINTENANCE COST OR RANGE: $ 1,000 PER NUMBER OF PERSONS (SPECIFY): 8 persons

Eight persons is an average for serving about 50 students.

Contact

David W. Randall, State Coordinator, or Tito J. Moreno, Developer/Demonstrator; Secondary Credit Exchange Program; P.O. Box 719; Sunnyside, WA 98944. (509) 837-4344.

TRAINERS LISTING

Project: SECONDARY CREDIT EXCHANGE PROGRAM

Selection Process: Secondary education experience and/or knowledge.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Tino Durón Edinburg, TX	Program specialist for regional center	X	X	X	X					X		X

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PROJECT: SECONDARY CREDIT EXCHANGE PROGRAM

118-S

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES	STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐	NEBRASKA	☑	☐	☐
ALASKA	☐	☐	☐	NEVADA	☐	☐	☐
ARIZONA	☑	☐	☐	NEW HAMPSHIRE	☐	☐	☐
ARKANSAS	☐	☐	☐	NEW JERSEY	☐	☐	☐
CALIFORNIA	☐	☐	☐	NEW MEXICO	☐	☐	☐
COLORADO	☐	☐	☐	NEW YORK	☐	☐	☐
CONNECTICUT	☐	☐	☐	NORTH CAROLINA	☐	☐	☐
DELAWARE	☐	☐	☐	NORTH DAKOTA	☑	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐	OHIO	☑	☐	☐
FLORIDA	☐	☐	☐	OKLAHOMA	☐	☐	☐
GEORGIA	☐	☐	☐	OREGON	☑	☐	☐
HAWAII	☐	☐	☐	PENNSYLVANIA	☐	☐	☐
IDAHO	☐	☐	☐	RHODE ISLAND	☐	☐	☐
ILLINOIS	☑	☐	☐	SOUTH CAROLINA	☐	☐	☐
INDIANA	☐	☐	☐	SOUTH DAKOTA	☐	☐	☐
IOWA	☑	☐	☐	TENNESSEE	☐	☐	☐
KANSAS	☐	☐	☐	TEXAS	☑	☑	☐
KENTUCKY	☐	☐	☐	UTAH	☐	☐	☐
LOUISIANA	☐	☐	☐	VERMONT	☐	☐	☐
MAINE	☐	☐	☐	VIRGINIA	☐	☐	☐
MARYLAND	☐	☐	☐	WASHINGTON	☐	☐	☐
MASSACHUSETTS	☐	☐	☐	WEST VIRGINIA	☐	☐	☐
MICHIGAN	☐	☐	☐	WISCONSIN	☑	☐	☐
MINNESOTA	☑	☐	☐	WYOMING	☐	☐	☐
MISSISSIPPI	☐	☐	☐	VIRGIN ISLANDS	☐	☐	☐
MISSOURI	☐	☐	☐	PUERTO RICO	☐	☐	☐
MONTANA	☑	☐	☐				

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PROJECT INFORMATION SHEET

Project

SEQUENTIAL PHYSICAL EDUCATION REFORM: The M-5 Project

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Carolyn Morphy	Director: does all awareness, training, and follow-up	100%
Rachel Gurley	Secretary	100%

Basic Features Adopter Needs To Put Into Operation

Inservice training; pre- and posttests for all children; and purchase of needed materials, supplies, and equipment.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

TRAINING: ( ) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Initial training requires three or four hours. Any other training takes place as the need arises.

EVALUATION:

Use of project test (developed by Dr. Glen Kirchner) is required. Adopter administers pre- and posttest; data are submitted to D/D for analysis.

FOLLOW-UP:

Follow-up provided for one year in the form of visitation, correspondence and telephone contact. Arrangements are flexible. D/D and adopter can share cost of follow-up visits.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☒	☐
TRAINING	☐	☐	☒	☐
EVALUATION	☐	☐	☒	☐
CURRICULUM	☒	☐	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Audiovisual: Overhead projector, carousel slide projector, and cassette tape player. D/D provides everything else.

TRAINING:

Adoption Agreement

			PARTIES SIGNING			
	YES	NO	ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☒	☐	☒	☒	☐	☐

Activities Adopter Should Undertake To Implement Program

	PARTICIPANTS		
ACTIVITY	TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
° Attend awareness sessions	X	X	
° Sign adoption agreement	X	X	
° Participate in training	X	X	
° Conduct evaluation	X	X	
° Receive follow-up services	X	X	
° Administer pre- and posttests	X		
° Begin daily implementation	X		

Adoption Expenses

START-UP COST OR RANGE: $ 500-$2,000 PER NUMBER OF PERSONS (SPECIFY): 800 children

MAINTENANCE COST OR RANGE: $ 100-$200 PER NUMBER OF PERSONS (SPECIFY): 800 children

The above costs are strictly for materials needed to start the program. Actual cost depends upon what materials the school already has. D/D will negotiate with SF and adopter for travel and per diem expenses involved in awareness and training.

Contact

Carolyn M. Morphy; P.O. Box 119; Old Fort, NC 28762. (704) 668-7676.

PROJECT: SEQUENTIAL PHYSICAL EDUCATION REFORM: The M-S Project

119-5

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☐	☐	☐
ARKANSAS	☑	☐	☐
CALIFORNIA	☐	☐	☐
COLORADO	☐	☐	☐
CONNECTICUT	☐	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☐	☐	☐
GEORGIA	☐	☐	☐
HAWAII	☐	☐	☐
IDAHO	☑	☐	☐
ILLINOIS	☑	☐	☐
INDIANA	☑	☐	☐
IOWA	☑	☐	☐
KANSAS	☐	☐	☐
KENTUCKY	☑	☐	☐
LOUISIANA	☐	☐	☐
MAINE	☑	☐	☐
MARYLAND	☐	☐	☐
MASSACHUSETTS	☐	☐	☐
MICHIGAN	☐	☐	☐
MINNESOTA	☑	☐	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☐	☐	☐
MONTANA	☐	☐	☐
NEBRASKA	☐	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☐	☐	☐
NEW JERSEY	☐	☐	☐
NEW MEXICO	☐	☐	☐
NEW YORK	☑	☐	☐
NORTH CAROLINA	☑	☐	☐
NORTH DAKOTA	☐	☐	☐
OHIO	☐	☐	☐
OKLAHOMA	☑	☐	☐
OREGON	☐	☐	☐
PENNSYLVANIA	☐	☐	☐
RHODE ISLAND	☐	☐	☐
SOUTH CAROLINA	☑	☐	☐
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☑	☐	☐
TEXAS	☑	☐	☐
UTAH	☐	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☑	☐	☐
WASHINGTON	☐	☐	☐
WEST VIRGINIA	☑	☐	☐
WISCONSIN	☐	☐	☐
WYOMING	☐	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

SIGMA: System for Individually Guiding Mastery Attainment

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Thomas S. Nagel	Project Director	25%
Patti C. Cummins	Assistant Director	50%

Basic Features Adopter Needs To Put Into Operation

- Use of modules structured around specific behavioral objectives and organized into a developmental sequence leading to mastery of a skill
- A learning resource center for educational support materials and individual/group study
- Instructors available to deal with student concerns
- Use of a program evaluation system

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

The content of SIGMA awareness presentations depends on whether they are primarily for university faculties interested in preservice teacher training or school district people interested in adapting SIGMA for their inservice training. Presenters are usually SIGMA project staff or appointed SDSU faculty who give an overview of the program by lecture or overhead projector, followed by slide-tape, brief lecture, discussion of research (depending on audience), group work on a sample module, and questions/discussion. Participants may either choose the learning alternative they wish to pursue in order to learn about SIGMA or be addressed as a group and spend the time talking to the presenter about individual concerns.

TRAINING: ( ) 1-2 DAYS (X) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

( ) D/D CAN TRAVEL TO ADOPTER SITE (X) ADOPTER MUST TRAVEL TO D/D SITE

Training is conducted by D/D staff and SDSU faculty who follow an assessment of adopter's skills in determining the topics to be treated. Usually they are: writing instructional objectives; writing or revising SIGMA-type curricula and materials; evaluating students on knowledge, performance, consequence, or affective objectives; management and support of SIGMA courses or programs; role of the instructor in SIGMA; program evaluation and regeneration. The training takes place at the Individualized Study Center at SDSU where the materials adopters need during training are on hand.

EVALUATION:

The fidelity of an adoption can be assessed by such observations and checks built into the SIGMA system as: characteristics of module material, adequacy of the resource center, student questionnaires/interviews on instructor availability and system for program evaluation utilizing module checklists, module evaluation forms, and module pre/post assessments. Levels of implementation deal with such data as: number of faculty using SIGMA, number of courses, units, or programs using SIGMA, amount of institutional support SIGMA receives for facilities and resources. Such data can be collected from records and by interviewing faculty and administrators. Impact on learner/teachers is determined by whether or not they meet the mastery levels required by the SIGMA materials. Changes in instructional faculty behavior can be observed, but documenting changes in administrative behavior is difficult. Evaluation is conducted and analyzed by D/D.

FOLLOW-UP:

SIGMA follow-up involves project staff and selected SDSU faculty (as their time permits). There is one scheduled follow-up visit during the first year of implementation to provide consultation in developing a sequence plan for implementation, provide consultation in developing a plan for what SIGMA content areas (if not all) will be implemented and what new components (if any) need to be developed, help with monitoring evaluation of the system, and provide technical assistance.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☐
TRAINING	☒	☐	☒	☐
EVALUATION	☒	☒	☐	☐
CURRICULUM	☒	☒	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Overhead projector, "Ringmaster" Bell & Howell or carousel slide projector with audiotape capacity, filmstrip projector, screen; SF should provide equipment.

TRAINING: Overhead projector or blackboard or large tablet of paper, VTR equipment and/or slide-tape "Ringmaster," filmstrip projector, tape recorders, SIGMA modules with pre/post assessments, module support materials, a Learning Resource Center. Access to a school classroom for demonstration teaching is required.

Adoption Agreement

	YES	NO
SUPPLIED BY D/D	☒	☐
WILLING TO USE SF'S	☐	☒

PARTIES SIGNING

ADOPTER	D/D	SF	FUNDING AGENCY
☒	☒	☒	☒

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Attend an awareness presentation and visit SIGMA in operation at SDSU, look over materials, visit ISC, interview students/faculty	X	X	Curr. Dir. for Staff Devmt.
• In cooperation with SIGMA consultants, do a needs assessment and develop a sequenced plan for modular content areas to be implemented and components that need to be developed	X	X	X
• Begin process of gathering all needed materials and equipment making needed renovations to provide space for an Individualized Study Center, faculty participates in training workshop at SDSU, participate in follow-up training and program evaluation at adopting site	X	X	X

Adoption Expenses

START-UP COST OR RANGE: $ Under $100 to several thousand dollars PER NUMBER OF PERSONS (SPECIFY): IHE or district or educ. agency

MAINTENANCE COST OR RANGE: $ variable PER NUMBER OF PERSONS (SPECIFY): (same as above)

SIGMA adoption expenses depend on resources at the adopting site and the complexity and scope of the adoption. For example, an adopter could utilize one or more strands of SIGMA modules in one course. The other end of the scale would be an institution of higher education that takes the whole SIGMA program as a complete, year-long program for preservice teacher education.

Most modules, which are under $1 each, can be duplicated in the quantities needed. But, modules are made available only after adoption and training. Support materials for modules can be had for the cost of duplicating one copy of each. SFs can share travel expenses for adopters coming to SDSU for awareness and training workshops.

Contact

Thomas S. Nagel, Professor of Education; College of Education; San Diego State University; San Diego, CA 92182. (714) 265-4166.

PROJECT: SIGMA: SYSTEM FOR INDIVIDUALLY GUIDING MASTERY ATTAINMENT

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☐	☐	☐
ARKANSAS	☐	☐	☐
CALIFORNIA	☐	☐	☐
COLORADO	☐	☐	☐
CONNECTICUT	☐	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☐	☐	☐
GEORGIA	☑	☐	☐
HAWAII	☐	☐	☐
IDAHO	☐	☐	☐
ILLINOIS	☐	☐	☐
INDIANA	☐	☐	☐
IOWA	☐	☐	☐
KANSAS	☐	☐	☐
KENTUCKY	☐	☐	☐
LOUISIANA	☐	☐	☐
MAINE	☐	☐	☐
MARYLAND	☐	☐	☐
MASSACHUSETTS	☐	☐	☐
MICHIGAN	☐	☐	☐
MINNESOTA	☐	☐	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☐	☐	☐
MONTANA	☐	☐	☐
NEBRASKA	☐	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☐	☐	☐
NEW JERSEY	☐	☐	☐
NEW MEXICO	☐	☐	☐
NEW YORK	☐	☐	☐
NORTH CAROLINA	☐	☐	☐
NORTH DAKOTA	☐	☐	☐
OHIO	☐	☐	☐
OKLAHOMA	☐	☐	☐
OREGON	☐	☐	☐
PENNSYLVANIA	☐	☐	☐
RHODE ISLAND	☐	☐	☐
SOUTH CAROLINA	☐	☐	☐
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☐	☐	☐
TEXAS	☐	☐	☐
UTAH	☐	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☐	☐	☐
WASHINGTON	☐	☐	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☐	☐	☐
WYOMING	☐	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

PROJECT SKI*HI

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Thomas C. Clark	Director	10%
Dorothy Jensen	Product Development Specialist	15%
Roselee N. McNamara	Dissemination Coordinator	30%
Robert Covert	Evaluator	5%

Basic Features Adopter Needs To Put Into Operation

- Initial screening and identification process
- Initial and ongoing auditory, developmental, communication, and language evaluation
- Implementation of the home visit program, including a hearing aide bank and auditory, communication, language, and total communication programs
- Provision of supportive services where possible, including audiological screening, loan of hearing aids, materials and equipment for parents, child development assistance, parent groups, and psychological support

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES ( ) 1 HOUR (X) LONGER (SPECIFY) 1 day

Project director and a D/D staff member co-present the audiovisual awareness program to individuals specifically interested in education for the deaf, early childhood education, and special education. Presentation topics include the rationale for early intervention, an overview of the SKI*HI model, identification and early processing, the home visit procedure and programs, supportive programs, D/D outreach activities, and the replication process.

TRAINING: ( ) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-4 DAYS (X) LONGER (SPECIFY) See below

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Supervisors and educators implementing the program attend a three-week workshop at D/D site or a minimum of three three-day training sessions at adopter site. Topics: identification and case entry process; parent groups; the screening program; the home visit program, including the hearing aid bank and the auditory, language, communication, and total communication programs; family relations; audiological services; public relations; psychological support, early childhood dvelopment; program management; and evaluation.

EVALUATION:

Adopter administers two D/D-developed instruments, the SKI*HI Language Development Scale and the SKI*HI Receptive Language Test, to children pre and post. Informal observation of auditory and communication skills using D/D-developed behavioral checklist is also required. D/D-developed Parent Attitude Scale provides ongoing evaluation of parent skills. D/D can analyze results.

FOLLOW-UP:

Technical assistance, including one on-site visit for monitoring, consultation, and inservice, is available to adopters during the first year at D/D's expense. Adopter assumes expenses of additional on-site visits. Follow-up during the second year depends on funding.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☒	☐
TRAINING	☐	☐	☐	☐
EVALUATION	☒	☒	☐	☐
CURRICULUM	☒	☒	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: SF provides 3/4-inch color video cassette playback unit, carousel slide projector and cassette tape recorder, overhead projector, screen, large display table, and registration table.

TRAINING: For training sessions held at adopter site, SF provides 3/4-inch color video cassette playback unit, carousel slide projector and cassette tape recorder, overhead projector, and screen.

Adoption Agreement

	YES	NO	PARTIES SIGNING: ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☐	☐	☒	☒	☐	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS: TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Attend dissemination conference		X	
• Participate in basic training session	X		
• Conduct needs assessment		X	
• Participate in follow-up as indicated by needs assessment (adopter-site workshops, consultation, supervisor and administrator workshops)	X	X	

Adoption Expenses

START-UP COST OR RANGE: $ ________ PER NUMBER OF PERSONS (SPECIFY): ________

MAINTENANCE COST OR RANGE: $ ________ PER NUMBER OF PERSONS (SPECIFY): ________

Cost of all direct and supportive services for 11 months: $1,450 per child. Start-up costs are minimal: training at D/D site is free to adopters; costs of training at adopter site are assumed by D/D, SF, adopter, or a combination thereof.

Contact

Thomas C. Clark, Director; Project SKI*HI; Department of Communicative Disorders; Utah State University; Logan, UT 84322. (801) 750-1382.

PROJECT: PROJECT SKI*HI

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ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☑
ALASKA	☐	☐	☐
ARIZONA	☑	☐	☐
ARKANSAS	☑	☐	☑
CALIFORNIA	☑	☐	☐
COLORADO	☑	☐	☐
CONNECTICUT	☑	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☐	☐	☐
GEORGIA	☑	☐	☐
HAWAII	☐	☐	☐
IDAHO	☑	☐	☐
ILLINOIS	☐	☐	☐
INDIANA	☐	☐	☐
IOWA	☑	☐	☐
KANSAS	☑	☐	☐
KENTUCKY	☐	☐	☐
LOUISIANA	☐	☐	☐
MAINE	☑	☐	☐
MARYLAND	☐	☐	☐
MASSACHUSETTS	☐	☐	☐
MICHIGAN	☐	☐	☐
MINNESOTA	☐	☐	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☐	☐	☐
MONTANA	☑	☐	☐
NEBRASKA	☐	☐	☐
NEVADA	☑	☐	☐
NEW HAMPSHIRE	☐	☐	☐
NEW JERSEY	☐	☐	☐
NEW MEXICO	☐	☐	☐
NEW YORK	☐	☐	☐
NORTH CAROLINA	☑	☐	☐
NORTH DAKOTA	☑	☐	☐
OHIO	☐	☐	☐
OKLAHOMA	☑	☐	☑
OREGON	☑	☐	☐
PENNSYLVANIA	☐	☐	☐
RHODE ISLAND	☐	☐	☐
SOUTH CAROLINA	☐	☐	☐
SOUTH DAKOTA	☑	☐	☐
TENNESSEE	☐	☐	☐
TEXAS	☑	☐	☐
UTAH	☐	☑	☐
VERMONT	☑	☐	☐
VIRGINIA	☐	☐	☐
WASHINGTON	☐	☐	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☐	☐	☐
WYOMING	☑	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

STAMM: Systematic Teaching And Measuring Mathematics

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Glyn H. Sharpe	Director, STAMM	40%
Jerely Dean	Project Specialist	100%

Basic Features Adopter Needs To Put Into Operation

- Conduct required testing programs
- Maintain required record keeping
- Establish baseline data for evaluation

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES ( ) 1 HOUR (X) LONGER (SPECIFY) 1-1/2 hours preferred

This presentation consists of an in-depth description of the nature of the program, adoption process, and costs.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

A process training and planning workshop prepares teachers to implement STAMM.

EVALUATION:

Data on pupil achievement measured by standardized tests and composed with initial baseline data are required, and an interview to check on program implementation.

FOLLOW-UP:

D/D visits adopter for one day.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☒	☐	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☐	☐	☒	☐
CURRICULUM	☐	☐	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Overhead projector required. D/D provides materials.

TRAINING: Same as for awareness.

Adoption Agreement

	YES	NO	ADOPTER	D/D	SF	FUNDING AGENCY
			PARTIES SIGNING			
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☒	☐	☒	☒	☒	☒ (If Applicable)

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Teach to objectives	X		
• Test objectives	X		
• Keep records	X		
• Monitor program		X	SF
• Evaluate impact		X	D/D

Adoption Expenses

START-UP COST OR RANGE: $ 15-$21 PER NUMBER OF PERSONS (SPECIFY): per person

MAINTENANCE COST OR RANGE: $ 2.50 PER NUMBER OF PERSONS (SPECIFY): per student

Contact

Glyn H. Sharpe, STAMM Project Director; Jefferson County Schools; 1209 Quail St.; Lakewood, CO 80215.
(303) 231-2341.

TRAINERS LISTING

Project: STAMM: Systematic Teaching And Measuring Mathematics

Selection Process: Trainers must have recommendation from NDN-related programs, training as a participant, team teaching with certified trainer, and satisfactory evaluations by participants.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Mary Johnson Washington, DC	Area supervisor for regional office; PhD in mathematics	X	X	X	X	X	X	X	X	X		X
Valerie Wheeler Washington, DC	Jr. high math teacher, inner city; STAMM pilot teacher for D.C. schools		X	X	X	X	X	X	X	X		X
Wilma Biggers Watkinsville, GA	Supervisor for demonstration site school; pilot teacher for STAMM in Georgia; outstanding		X	X	X	X	X	X	X		X	X
Bill Carmichael Ellijay, GA	Former state supervisor with much experience on projects	X	X	X	X	X	X	X	X	X		X
Joanne Futch Thomasville, GA	District teacher and supervisor		X	X	X	X	X	X	X		X	X
LaNelle Maughon Leary, GA			X	X	X	X	X	X	X		X	X
Clare Nesmith Atlanta, GA	State math supervisor; outstanding experience in in-service education	X	X	X	X	X	X	X	X	X		X
Ken Watkins Cleveland, GA	Regional facilitator; much experience in inservice; outstanding	X	X	X	X	X	X	X	X	X		X
Wanda White Atlanta, GA	State math supervisor; outstanding experience in in-service education	X	X	X	X	X	X	X	X	X		X
Ken Williams Leary, GA	Regional facilitator; experience in evaluation, follow-up		X	X	X	X	X	X	X		X	X
Al Yoder Hesston, KS	Elementary principal and curriculum supervisor; STAMM pilot school for Kansas	X	X	X	X	X	X	X	X	X		X
Sally Tull Logan Louisiana, MO	Former Missouri State Facilitator; very good at awareness, training, follow-up	X	X	X	X	X	X	X	X	X		X
Ann Kreider Edinboro, PA	Experienced STAMM adopter	X	X								X	X
Pam Armstrong Amarillo, TX	Regional staff person in math; cowinner of "Lone Star STAMM" award for effectiveness; outstanding	X	X	X	X	X		X	X		X	X
Sue Ashwood Midland, TX	Regional staff person; experience in training	X	X	X	X	X		X	X		X	X
John Bedford Midland, TX	Regional facilitator; leader of large training sessions	X	X	X	X	X		X	X		X	X
Evelyn Bell El Paso, TX	Math coordinator of large suburban district	X	X	X	X	X		X	X	X		X
Travis Brown Lubbock, TX	Regional facilitator; experience in awareness, training,	X	X	X	X	X		X	X		X	X
Susan Crane Mt. Pleasant, TX	Regional math person; experience in awareness, training good with people	X	X	X	X	X		X	X		X	X
Paul Fannin Bedford, TX	Math coordinator for large suburban district; former curriculum director and facilitator for service center	X									X	X

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TRAINERS LISTING (continued)

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Peggy Gill Beaumont, TX	Regional math person; very successful; cowinner of "Lone Star STAMM" award; outstanding	X	X	X	X	X		X	X	X		X
Nancy Grundy Amarillo, TX	Former facilitator and curriculum specialist	X									X	X
LeRoy Hendrix Mt. Pleasant, TX	Regional facilitator; experience in awareness, training, follow-up; good with people	X	X	X	X	X		X	X		X	X
Donna Hodges Huntsville, TX	Regional math person; very successful trainer; outstanding	X	X	X	X	X		X	X	X		X
JoAnn Houston Grapevine, TX	Curriculum supervisor for Texas demonstration site schools	X	X	X	X	X	X	X	X		X	X
Lyndel Hutcherson Carrollton, TX	Math supervisor of suburban district; active in math professional organization	X	X			X	X	X	X	X		X
Tommy Jamison Alice, TX	Experienced STAMM adopter	X	X								X	X
Janet Jones Houston, TX	Experienced STAMM adopter	X	X	X	X	X		X	X		X	X
Becky Larsen Conroe, TX	Experienced STAMM adopter	X	X	X	X	X		X	X		X	X
Jimmy Lewis Houston, TX	Regional center staff person: active in NCTM, Texas math organization	X		X	X						X	X
Cindy Lilley Conroe, TX	Experienced STAMM adopter	X	X	X	X	X		X	X		X	X
Nelma Lopez San Diego, TX	Experienced STAMM adopter	X	X								X	X
Micki McElroy Aransas Pass, TX	Experienced STAMM adopter	X	X								X	X
Edythe McIntosh Powderly, TX	Curriculum Supervisor											X
Javier Morales Freer, TX	Experienced STAMM adopter	X	X								X	X
Marie Neece Midland, TX	Regional staff person; experience in training	X	X	X	X	X		X	X		X	X
Cathy Peavler LaPorte, TX	Math coordinator and original STAMM staff person; outstanding	X	X	X	X	X		X	X	X		X
Modesta Pena San Diego, TX	Experienced STAMM adopter	X	X	X	X						X	X
Billye Pratt Kingsville, TX	Experienced STAMM adopter	X	X								X	X
Shirley Rae Corpus Christi, TX	Former service center math director; now in present administrative position	X	X	X	X	X	X	X	X		X	X
Martha Shackelford Olton, TX	Experienced trainer and adopter	X	X	X	X	X		X	X		X	X
Sue Smith El Paso, TX	Regional center staff person; much inservice experience	X	X	X	X	X		X	X		X	X
Dolores Tamayo San Diego, TX	Experienced STAMM adopter	X	X								X	X
Larry Vaughn Hitchcock, TX	Former math teacher and curriculum director; now Superintendent and very busy	X	X								X	X
Jerri Wyrick Freer, TX	Experienced STAMM adopter	X	X								X	X
Kenny Smith Elkins, WV	NDN facilitator; experienced in awareness, training; excellent with people	X	X	X	X	X	X	X	X	X		X

PROJECT: STAMM: Systematic Teaching And Measuring Mathematics

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☑	☐	☐
ALASKA	☑	☐	☐
ARIZONA	☑	☐	☐
ARKANSAS	☑	☐	☐
CALIFORNIA	☐	☐	☐
COLORADO	☑	☑	☐
CONNECTICUT	☐	☐	☐
DELAWARE	☑	☐	☐
DISTRICT OF COLUMBIA	☑	☐	☐
FLORIDA	☑	☐	☐
GEORGIA	☑	☑	☐
HAWAII	☑	☐	☐
IDAHO	☑	☐	☐
ILLINOIS	☑	☐	☐
INDIANA	☑	☐	☐
IOWA	☐	☐	☐
KANSAS	☑	☐	☐
KENTUCKY	☑	☐	☐
LOUISIANA	☐	☐	☐
MAINE	☐	☐	☐
MARYLAND	☑	☐	☐
MASSACHUSETTS	☑	☐	☐
MICHIGAN	☑	☐	☐
MINNESOTA	☑	☐	☐
MISSISSIPPI	☑	☐	☐
MISSOURI	☑	☐	☐
MONTANA	☑	☐	☐
NEBRASKA	☑	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☑	☐	☐
NEW JERSEY	☑	☐	☐
NEW MEXICO	☑	☐	☐
NEW YORK	☑	☐	☐
NORTH CAROLINA	☑	☐	☐
NORTH DAKOTA	☑	☐	☐
OHIO	☐	☐	☐
OKLAHOMA	☑	☐	☐
OREGON	☑	☐	☐
PENNSYLVANIA	☑	☐	☐
RHODE ISLAND	☑	☐	☐
SOUTH CAROLINA	☐	☐	☐
SOUTH DAKOTA	☑	☐	☐
TENNESSEE	☑	☐	☐
TEXAS	☑	☑	☐
UTAH	☐	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☐	☐	☐
WASHINGTON	☑	☐	☐
WEST VIRGINIA	☑	☐	☐
WISCONSIN	☑	☐	☐
WYOMING	☑	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

STRATEGIES ON EARLY CHILDHOOD EDUCATION

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Robert Schramm	Project Director	40%
Olivia R. Braun	Project Trainer	60%
Helen Possin	Secretary	40%
Bookkeeping Department	Bookkeeping Services	10%
Robert Wendt	Evaluator/Trainer	10%

Basic Features Adopter Needs To Put Into Operation

- Early Childhood Assessment is given to each child in classroom.
- Activities for each child's daily instruction are based on the child's assessed level.
- Records on levels and objectives of performance are kept on each child; chart of sequenced objectives is used.
- Learning centers used four to five times a week for instruction or reinforcement as determined by each child's assessed level and objective.
- Teacher maintains formal classroom file or similar system that keys classroom materials and activities to levels and objectives.
- Children may select own activities four to five times a week. Variety of materials used.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES ( ) 1 HOUR (X) LONGER (SPECIFY) See below

Prefer 2 to 4 hours; depends on the type and size of the audience. Transparent overlays and a set of slides are used in the presentation to explain the historical perspective and rationale of the project; the program model and the elements used, which consist of a performance objective chart, assessment instrument, pupil profile, class record chart, prescription guide, and learning centers.

TRAINING: (X) 1-2 DAYS (X) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)
Initial Initial plus follow-up
(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

The introduction consists of a review of project rationale and application of project components supporting the rationale. Training covers implementation of the screening program which includes in-depth study on how to screen, how to use the screening records, and the implications of screening for classroom instruction; organization and use of the Prescription Guide, and its relation to screening and use in learning centers; organizing the classroom as an independent learning environment; and learning centers, as a concept, organization of the school environment, centers designed for specific prescriptions, and development of center activities.

EVALUATION:

D/D monitors adopting sites at least three times with follow-up visits and a checklist of essential adoption characteristics. A sample of adoptions is taken to examine these teacher and pupil changes: cognitive gains made by children who have been in the program for one year, effects of the program on teacher behavior and instructional strategies, effects of the program on parent perception of children's instructional needs and the level of satisfaction with the school program.

FOLLOW-UP:

D/D visits schools at adopters' request, monitors activities, and conducts short inservice sessions to reinforce previously taught concepts. Services are provided for up to two years following the adoption. Costs are shared by local school district, SF, and D/D.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☐	☐	☒	☐
CURRICULUM	☒	☒	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Overhead projector, filmstrip projector, screen. SF is responsible for providing equipment.

TRAINING: Sony 1/2-inch cassette videotape playback unit, overhead projector, filmstrip projector, screen. LEA or SF is responsible for providing equipment.

Adoption Agreement

			PARTIES SIGNING			
	YES	NO	ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☒	☐	☒	☒	☐	☐

Activities Adopter Should Undertake To Implement Program

	PARTICIPANTS		
ACTIVITY	TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
* Attend introduction	X	X	
* Conduct screening	X	X	
* Put screening into use	X	X	
* Make prescriptions	X	X	
* Maintain classroom organization	X	X	
* Participate in monitoring	X	X	

Adoption Expenses

START-UP COST OR RANGE: $ 82.50 PER NUMBER OF PERSONS (SPECIFY): per pupil

MAINTENANCE COST OR RANGE: $ minimal PER NUMBER OF PERSONS (SPECIFY): ____

Teacher aide or parent volunteer assistance in classrooms is helpful. Learning center materials for each of the instructional objectives are needed. Maintenance cost, which is minimal, depends on the classroom organization, staff, and available materials.

Contact

Robert Schramm, Project Director; 908 West Main St.; Waupun, WI 53963. (414) 324-4461.

TRAINERS LISTING

Project: STRATEGIES IN EARLY CHILDHOOD EDUCATION

Selection Process: Trainers must: believe in the concepts of Strategies in Early Childhood Education; be actively involved with preliminary steps and implementation of Strategies in Early Childhood Education at his own school; participate in each phase of training, in cooperation with a D/D staff person; train adopters at each implementation step in the presence of a D/D staff person.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Patricia Peacock Marianna, FL	Fall 1977	X	X		X	X	X*	X	X			X
Susan Donielson Des Moines, IA	Fall 1977	X	X		X	X	X*	X	X	X		X
Dorothy Groton Auburn, ME	Spring 1980		X			X	X*	X	X			X
Claudia Meagher Auburn, ME	Spring 1980		X			X	X*	X	X			X
Larry Bramblett Jaffrey, NH	Fall 1978	X	X		X	X	X*	X	X			X
Anthony Moleski Pine Grove, PA	Fall 1978	X	X		X	X	X*	X	X			X
Maxine Kamenitsa Fort Worth, TX	Spring 1980; elementary supervisor	X	X		X	X	X*	X	X			X
Sharon Beck American Forks, UT	Fall 1978	X	X		X	X	X*	X	X			X
Pattie Young Price, UT	Fall 1978	X	X		X	X	X*	X	X			X
	* Unless other arrangements are made by D/D											

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ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☐	☐	☐
ARKANSAS	☐	☐	☐
CALIFORNIA	☑	☐	☐
COLORADO	☑	☐	☐
CONNECTICUT	☐	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☑	☑	☑
GEORGIA	☑	☐	☐
HAWAII	☐	☐	☐
IDAHO	☐	☐	☐
ILLINOIS	☑	☐	☐
INDIANA	☑	☐	☐
IOWA	☑	☑	☑
KANSAS	☐	☐	☐
KENTUCKY	☑	☐	☐
LOUISIANA	☐	☐	☐
MAINE	☑	☑	☑
MARYLAND	☐	☐	☐
MASSACHUSETTS	☐	☐	☐
MICHIGAN	☑	☐	☐
MINNESOTA	☑	☐	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☑	☐	☐
MONTANA	☐	☐	☐
NEBRASKA	☐	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☑	☑	☑
NEW JERSEY	☑	☐	☐
NEW MEXICO	☐	☐	☐
NEW YORK	☑	☐	☐
NORTH CAROLINA	☑	☐	☐
NORTH DAKOTA	☐	☐	☐
OHIO	☑	☐	☐
OKLAHOMA	☑	☐	☐
OREGON	☑	☐	☐
PENNSYLVANIA	☑	☑	☑
RHODE ISLAND	☐	☐	☐
SOUTH CAROLINA	☑	☐	☐
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☐	☐	☐
TEXAS	☑	☑	☑
UTAH	☑	☑	☑
VERMONT	☑	☐	☐
VIRGINIA	☐	☐	☐
WASHINGTON	☐	☐	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☑	☑	☑
WYOMING	☐	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

STUDENT TEAM LEARNING: Intergroup Relations [includes Teams-Games-Tournament, Student Teams-Achievement Divisions (STAD): Language Arts, and Jigsaw]

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
John H. Hollifield	Director	5%
Robert E. Slavin	Researcher/Consultant	5%
Ruth H. Carter	Dissemination Coordinator	100%
Marshall Leavey	Dissemination Specialist	25%

Basic Features Adopter Needs To Put Into Operation

°Structured team formation and practice (teams of heterogeneous ethnic, achievement, and sex composition)
°Equal opportunity for team contributions
°Individual responsibility for achievement
°Team recognition (newsletter, bulletin board)
°Implementation evaluation (teacher checklist)

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR (X) LONGER (SPECIFY) varies

Presentations by D/D or certified trainer include awareness filmstrip, a simulation with audience participation, and discussion of materials and implementation. Presentation can be tailored to the audience.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Participants should be committed to implementing the project in classrooms or to assisting with implementation. Training must be by D/D or certified trainer; it includes an orientation discussion, filmstrip and accompanying tape, simulations, discussion of materials, and clarification of adoption requirements.

EVALUATION:

Adoption forms are provided by D/D, but SF or LEA forms may be used with D/D approval. A Teacher Report of Classroom Adoption Activity is provided by D/D. Summative evaluation is required only from selected sites using instruments provided or approved by D/D.

FOLLOW-UP:

Evaluation/implementation checklists are used to ensure implementation of major components. An effort is made to train at least one staff development member or key teacher at the adopting site to monitor implementation. The D/D Dissemination Coordinator maintains periodic contact with key adopter personnel and provides on-site technical assistance on request.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☒	☐
TRAINING	☐	☐	☒	☐
EVALUATION	☐	☐	☐	☐
CURRICULUM	☒	☒	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: SF or LEA provides Dukane projector or filmstrip projector and cassette tape player, and screen; D/D provides materials.

TRAINING: Same as for awareness.

Adoption Agreement

	YES	NO
SUPPLIED BY D/D	☒	☐
WILLING TO USE SF'S	☒	☐

PARTIES SIGNING

ADOPTER	D/D	SF	FUNDING AGENCY
☒	☒	☒	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY) Staff Development Personnel
• Attend awareness	X	X	
• Attend initial training	X	X	X
• Attend follow-up training, complete adoption checklist	X		

Adoption Expenses

START-UP COST OR RANGE: $ 10 PER NUMBER OF PERSONS (SPECIFY): per teacher

MAINTENANCE COST OR RANGE: $ PER NUMBER OF PERSONS (SPECIFY):

Additional adoption costs: travel and lodging for one trainer to conduct five-hour workshop, teacher release time, duplication of materials, and optional curriculum materials at $10 per kit.

Contact

Ruth H. Carter; Dissemination Coordinator; Center for Social Organization of Schools; 3505 N. Charles St.; Baltimore, MD 21218. (301) 338-8249.

TRAINERS LISTING

Project: STUDENT TEAM LEARNING: Intergroup Relations [includes Teams-Games-Tournament, Student Teams-Achievement Divisions (STADS): Language Arts, and Jigsaw]

Selection Process: National Trainers: previous involvement with program research and development or extensive experience in its use; availability to travel out of state. Local Trainers; experience with program and in staff development. All certified trainers: demonstrated interest in, enthusiasm for and knowledge of program. All must have received training for workshop leaders and must follow Workshop Leaders Manual provided by D/D.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
	Both National and Local Trainers may conduct awareness, with D/D and SF approval; they may conduct training, evaluation, and follow-up with approval by D/D, SF, and adopter. National Trainers' expenses are usually negotiated by D/D, SF, and adopter or LEA. Normally there are no expenses for local trainers who may not travel out of state. Local Trainers are available in California, Delaware, Florida, Georgia, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maryland, Michigan, Minnesota, Mississippi, Missouri, New Mexico, New York, North Carolina, North Dakota, Oregon, Pennsylvania, South Carolina, Tennessee, Texas, Virginia, and West Virginia. SFs in those states receive lists.											
Brenda Bryant Davis, CA		X	X	X	X					X		X
Spencer Kagan Riverside, CA		X	X	X	X					X		X
Jerris Hayes Winterville, GA		X	X	X	X							*
Nancy Green Chicago, IL		X	X	X	X							X
Gaye Brown Baltimore, MD		X	X	X	X					X		X
Jacqueline Gundy Baltimore, MD		X	X	X	X					X		X
J. Richard Lewis Middletown, MD		X	X	X	X					X		X
Philip Lucasse Grand Rapids, MI		X	X	X	X					X		X
Ruth Bebermeyer St. Louis, MO		X	X	X	X							X
Dorothy Happel St. Louis, MO		X	X	X	X							X
Jim Winters St. Louis, MO		X	X	X	X							X
Hazel Thomas Whitehouse, TN		X	X	X	X					X		X
Barbara Ring Richardson, TX		X	X	X	X					X		X
	* Contact Georgia SF											

PROJECT: STUDENT TEAM LEARNING: Intergroup Relations [Includes Teams-Games-Tournament, Student Teams-Achievement Divisions (STAD): Language Arts, and Jigsaw]

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ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☑	☐	☐
ALASKA	☑	☐	☐
ARIZONA	☐	☐	☐
ARKANSAS	☐	☐	☐
CALIFORNIA	☑	☑	☑
COLORADO	☑	☐	☐
CONNECTICUT	☐	☐	☐
DELAWARE	☑	☐	☑
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☑	☐	☑
GEORGIA	☑	☐	☑
HAWAII	☐	☐	☐
IDAHO	☐	☐	☐
ILLINOIS	☑	☐	☑
INDIANA	☑	☐	☑
IOWA	☑	☐	☑
KANSAS	☑	☐	☑
KENTUCKY	☑	☐	☑
LOUISIANA	☑	☐	☑
MAINE	☐	☐	☐
MARYLAND	☑	☑	☑
MASSACHUSETTS	☐	☐	☐
MICHIGAN	☑	☐	☑
MINNESOTA	☑	☐	☑
MISSISSIPPI	☐	☐	☑
MISSOURI	☑	☐	☑
MONTANA	☐	☐	☐
NEBRASKA	☑	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☐	☐	☐
NEW JERSEY	☑	☐	☐
NEW MEXICO	☑	☐	☑
NEW YORK	☑	☑	☑
NORTH CAROLINA	☑	☐	☑
NORTH DAKOTA	☑	☐	☑
OHIO	☑	☐	☐
OKLAHOMA	☐	☐	☐
OREGON	☐	☐	☑
PENNSYLVANIA	☑	☐	☑
RHODE ISLAND	☐	☐	☐
SOUTH CAROLINA	☑	☐	☑
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☑	☐	☑
TEXAS	☑	☐	☑
UTAH	☐	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☑	☐	☑
WASHINGTON	☐	☐	☐
WEST VIRGINIA	☑	☐	☑
WISCONSIN	☐	☐	☐
WYOMING	☐	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

TALENTS UNLIMITED

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Sara Waldrop	Technical Director	100%
Carolyn Toomey	Multitalent Specialist/Executive Secretary	100%

Basic Features Adopter Needs To Put Into Operation

- Teacher training and supervision
- Student instruction
- Evaluation

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

Audience participation, appropriate handouts, and realia are used in presentation of program rationale and logistics of adoption.

TRAINING: ( ) 1-2 DAYS (X) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

( ) D/D CAN TRAVEL TO ADOPTER SITE (X) ADOPTER MUST TRAVEL TO D/D SITE

Members of adopter's leadership team are trained in the skills and attitudes required to install the multiple talent approach in adopting classrooms. Team members meet in private conference with D/D staff to customize implementation and evaluation designs to adopter's unique needs and situation. Training and materials are free. If adopter is unable to travel to D/D site, training can be conducted by a certified trainer.

EVALUATION:

Teacher behavior change is measured with D/D-developed instruments. Student talent behavior change is measured either with D/D-developed instrument or Torrance Test of Creative Thinking, or both. D/D-developed feedback forms are used to assess overall quality of implementation. All tasks of evaluation are adopter's responsibility.

FOLLOW-UP:

Follow-up services include one visit to adopter site by D/D staff member or certified trainer for technical assistance, one optional visit to D/D site by members of adopter's leadership team for technical assistance, and ongoing technical assistance by telephone and mail. Adopter assumes all costs.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☒	☐	☐
CURRICULUM	☒	☒	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: No equipment necessary. D/D provides all materials.

TRAINING: D/D provides all equipment for training at D/D site. If training is conducted at adopter site by a certified trainer, SF or adopter provides a video cassette tape playback unit, slide-tape projection equipment, and an overhead projector. Trainer provides appropriate visuals, realia, and handouts.

Adoption Agreement

	YES	NO	PARTIES SIGNING			
			ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☒	☐	☒	☒	☐	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS		
	TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Attend awareness	X	X	Parents
• Participate in initial training as leadership team	X	X	
• Obtain necessary materials; administer and score tests		X	
• Utilize multiple talents approach in classroom instruction	X		
• Conduct inservice for additional teachers			Leadership Team
• Provide ongoing clinical supervision to adopting staff and feedback to D/D		X	

Adoption Expenses

START-UP COST OR RANGE: $ 5.98 PER NUMBER OF PERSONS (SPECIFY): per child

MAINTENANCE COST OR RANGE: $ 4.20 PER NUMBER OF PERSONS (SPECIFY): per child

Contact

Sara Waldrop; Talents Unlimited; 1107 Arlington St.; Mobile, AL 36605. (205) 690-8860.

TRAINERS LISTING

Project: TALENTS UNLIMITED

Selection Process:

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
	Information on trainers will be submitted at a later date.											

PROJECT: TALENTS UNLIMITED

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES	STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☑	☐	☐	NEBRASKA	☑	☐	☐
ALASKA	☑	☐	☐	NEVADA	☐	☐	☐
ARIZONA	☑	☐	☐	NEW HAMPSHIRE	☑	☐	☐
ARKANSAS	☑	☐	☐	NEW JERSEY	☑	☐	☐
CALIFORNIA	☑	☐	☐	NEW MEXICO	☑	☐	☐
COLORADO	☑	☐	☐	NEW YORK	☑	☑	☑
CONNECTICUT	☑	☐	☐	NORTH CAROLINA	☑	☐	☐
DELAWARE	☐	☐	☐	NORTH DAKOTA	☐	☐	☐
DISTRICT OF COLUMBIA	☑	☐	☐	OHIO	☑	☐	☐
FLORIDA	☑	☐	☐	OKLAHOMA	☑	☐	☐
GEORGIA	☑	☐	☐	OREGON	☐	☐	☐
HAWAII	☐	☐	☐	PENNSYLVANIA	☑	☐	☐
IDAHO	☐	☐	☐	RHODE ISLAND	☐	☐	☐
ILLINOIS	☑	☑	☑	SOUTH CAROLINA	☑	☐	☐
INDIANA	☑	☑	☑	SOUTH DAKOTA	☑	☐	☐
IOWA	☑	☐	☐	TENNESSEE	☑	☐	☐
KANSAS	☑	☐	☐	TEXAS	☑	☑	☑
KENTUCKY	☑	☑	☑	UTAH	☑	☐	☐
LOUISIANA	☑	☐	☐	VERMONT	☐	☐	☐
MAINE	☑	☐	☐	VIRGINIA	☑	☐	☐
MARYLAND	☑	☐	☐	WASHINGTON	☐	☐	☐
MASSACHUSETTS	☑	☐	☐	WEST VIRGINIA	☐	☐	☐
MICHIGAN	☑	☐	☐	WISCONSIN	☐	☐	☐
MINNESOTA	☑	☑	☑	WYOMING	☑	☐	☐
MISSISSIPPI	☐	☐	☐	VIRGIN ISLANDS	☐	☐	☐
MISSOURI	☑	☐	☐	PUERTO RICO	☐	☐	☐
MONTANA	☑	☐	☐				

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PROJECT INFORMATION SHEET

Project

TALK: Teaching Activities for Language Knowledge

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Roberta Stiles	Project Coordinator	50%
Debbe Clack	Diffusion Specialist	50%
Charlotte Hoffman	Project Manager	10%

Basic Features Adopter Needs To Put Into Operation

- Language specialist teaches 30-minute oral language lessons twice each week in K-3 classrooms.
- Classroom teacher remains in the classrom to observe and assist language specialist, teaches weekly follow-up oral language lessons assigned by the language specialist, and evaluates TALK lessons completed.
- Students are pre- and posttested.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES ( ) 1 HOUR (X) LONGER (SPECIFY) 1-1/2 hours

Awareness session begins with informal lecture. Topics include an overview of the project; the uniqueness of its program; project history; the rationale for teaching oral language activities; identifying communication skills; key elements, including personnel, time, materials, and evaluation; and adoption requirements. Participants may ask questions at any time. After the lecture, activities from the project-developed manual are demonstrated. Audience participates in these activities. Sessions are adapted to the professional needs of participants, who can be teachers, administrators, language specialists, or speech therapists.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Participants: language specialists. Topics: program philosophy and rationale; phases and components of oral language; techniques for encouraging oral language expression; orientation to the project-developed manual; discussion and demonstration of lessons from the manual; practicum by trainees; testing procedures; information contained in training packet, including responsibilities of adopter, models for letter of implementation and report of test results, and public relations techniques; and the sharing of ideas for oral language activites.

EVALUATION:

Adopter administers pre- and posttests to students with two nationally validated instruments, the Peabody Picture Vocabulary Test Form A and the Wechsler Intelligence Scale Subtest for language. D/D analyzes data. D/D collects data from adopters on student gains and population types at adopting sites.

FOLLOW-UP:

D/D staff make follow-up visits to adopter site only during the first year of implementation. Follow-up visit includes observation of the language specialist and teacher working with children in the classroom. Costs for this service are negotiable. Technical assistance is available through the monthly newsletter sent to all adopters and by telephone and mail. Costs of technical assistance are assumed by D/D.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☐	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☐	☐	☒
CURRICULUM	☒	☒	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: SF provides Kodak carousel slide projector, Wollensak tape recorder, and any type of overhead projector.

TRAINING: SF provides Kodak carousle slide projector, Wollensak tape recorder, and Kodak Ektagraphic, projector. Adopting staff need TALK manuals and card boxes.

Adoption Agreement

	YES	NO		PARTIES SIGNING		
			ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☒	☐	☒	☒	☒	Optional ☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
° Obtain required materials		X	
° Participate in training	X	optional	Language Specialist
° Administer pre/posttests and transmit pre/post data, letter of implementation, and sample lesson plans to D/D			Language Specialist
° Participate in follow-up adopter-site visit	X		Language Specialist

Adoption Expenses

START-UP COST OR RANGE: $ 40 PER NUMBER OF PERSONS (SPECIFY): per teacher

MAINTENANCE COST OR RANGE: $ ______ PER NUMBER OF PERSONS (SPECIFY): ______

Start-up costs include training, training materials, and evaluation instruments. Costs of trainer's travel, meals ($25 per day), and lodging can be negotiated with SF. Training materials: each participating language specialist and classroom teacher needs TALK manual and card box, $40 per set. Usually, the adopting district already possesses the evaluation instruments, but if it does not, it must obtain them. There are no maintenance costs, though district may wish to purchase additional TALK manuals in the second and third year as the program expands.

Contact

Roberta Stiles, Project Coordinator; Muldoon Center; 121 S. Stanley St.; Rockford, IL 61102. (815) 964-7019.

PROJECT INFORMATION SHEET

Project

THE TEACHING RESEARCH INFANT AND CHILD CENTER CLASSROOM FOR MODERATELY AND SEVERELY HANDICAPPED CHILDREN

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Torry Piazza Templeman	Project Director	50%
Jane Toews	Trainer	50%

Basic Features Adopter Needs To Put Into Operation

- Appropriate cue and consequence delivery in interactions with students
- Functional assessment prior to programming
- Individual Instructional Programs developed
- Volunteers used to conduct individual instruction
- Aide used to conduct group activities
- Programs to remediate inappropriate social behaviors developed
- Programs to be conducted in home setting developed

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES ( ) 1 HOUR (X) LONGER (SPECIFY) 2 to 4 hours

A lecture presentation by project staff includes the use of overheads and a slide-tape of the D/D's demonstration center.

TRAINING: ( ) 1-2 DAYS ( ) 3-4 DAYS (X) 5-6 DAYS ( ) LONGER (SPECIFY)

( ) D/D CAN TRAVEL TO ADOPTER SITE (X) ADOPTER MUST TRAVEL TO D/D SITE

Trainees participate in a practicum on nine training objectives supplemented by lecture, demonstration, role playing, programmed instruction, and videotapes. For all nine training objectives there are specific activities, each of which is evaluated for the trainee. Criterion levels of performance are specified for each objective. Training is conducted at either the D/D site or satellite sites.

EVALUATION:

Trainees are evaluated during training on the competencies necessary to implement the program's key components. Evaluation of presence and quality of the implementation is done by D/D staff during follow-up. Trainees are asked to submit national assessment data on students in September and June. D/D does data reduction and analysis.

FOLLOW-UP:

Two follow-up visits are made to direct service personnel who attend training. Follow-ups are extended at project request or in case of development of replication as a satellite. Cost is either paid by adopter or can be shared by adopter, D/D, and SF.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☐	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☒	☐	☐
CURRICULUM	☒	☒	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Overhead projector; SF or adopter must provide. Slide carousel projector and screen; SF, D/D, or adopter must provide.

TRAINING: Training manual and evaluation instruments must be purchased from D/D at minimal cost. Satellites are encouraged to use video systems.

Adoption Agreement

	YES	NO	PARTIES SIGNING: ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☐	☒				
WILLING TO USE SF'S	☒	☐	☐	☐	☐	☐

Activities Adopter Should Undertake To Implement Program

	PARTICIPANTS				
ACTIVITY	TEACHER		ADMINISTRATOR		OTHER (SPECIFY)
• Attend awareness	X	or	X	or	Decisionmaker
• Attend training	X	and	X	or	X
• Receive follow-up	X	and	X	or	X
• Conduct student testing	X				

Adoption Expenses

START-UP COST OR RANGE: $ ______ PER NUMBER OF PERSONS (SPECIFY): ______

MAINTENANCE COST OR RANGE: $ ______ PER NUMBER OF PERSONS (SPECIFY): ______

To establish, outfit, and staff a new classroom for 12 children, the cost is $2,366 per child. If the classroom is already established and staffed, the cost is $25 per student. Training per participant is $250 for tuition and materials, plus travel and per diem for five days. Follow-up requires travel and per diem for one day for one D/D staff person.

Contact

Torry Piazza Templeman; Teaching Research; Oregon College of Education; Todd Hall; Monmouth, OR 97361.
(503) 838-1220, ext. 401.

PROJECT: THE TEACHING RESEARCH INFANT AND CHILD CENTER CLASSROOM FOR MODERATELY AND SEVERELY HANDICAPPED CHILDREN

128-S

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☑	☐	☐
ARIZONA	☑	☐	☐
ARKANSAS	☑	☐	☐
CALIFORNIA	☑	☐	☐
COLORADO	☐	☐	☐
CONNECTICUT	☐	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☐	☐	☐
GEORGIA	☑	☑	☐
HAWAII	☑	☑	☑
IDAHO	☑	☐	☐
ILLINOIS	☑	☐	☐
INDIANA	☑	☑	☑
IOWA	☑	☑	☑
KANSAS	☐	☐	☐
KENTUCKY	☐	☐	☐
LOUISIANA	☐	☐	☐
MAINE	☐	☐	☐
MARYLAND	☐	☐	☐
MASSACHUSETTS	☐	☐	☐
MICHIGAN	☐	☐	☐
MINNESOTA	☐	☐	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☐	☐	☐
MONTANA	☑	☐	☐
NEBRASKA	☐	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☑	☑	☑
NEW JERSEY	☐	☐	☐
NEW MEXICO	☐	☐	☐
NEW YORK	☐	☐	☐
NORTH CAROLINA	☑	☐	☐
NORTH DAKOTA	☑	☐	☐
OHIO	☐	☐	☐
OKLAHOMA	☐	☐	☐
OREGON	☑	☑	☑
PENNSYLVANIA	☐	☐	☐
RHODE ISLAND	☑	☑	☑
SOUTH CAROLINA	☐	☐	☐
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☐	☐	☐
TEXAS	☑	☐	☐
UTAH	☑	☑	☐
VERMONT	☐	☐	☐
VIRGINIA	☐	☐	☐
WASHINGTON	☑	☑	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☐	☐	☐
WYOMING	☑	☑	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

Compiled Summer 1980

PROJECT INFORMATION SHEET

Project

TITLE I CHILDREN'S PROGRAM: Learning to Read Through the Arts, Division of Curriculum and Instruction, New York City Board of Education

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Bernadette C. O'Brien	Project Director	100%
Mary Jane Collett	Teacher Trainer, New York State	100%
Elizabeth Moore	Teacher Trainer, United States	100%

Basic Features Adopter Needs To Put Into Operation

Preservice training has occurred before implementation; one and one-half hours of reading-oriented arts workshop using the language-experience approach; three hours of reading instruction using an individualized, prescriptive, diagnostic approach with small-group instruction; pre/post assessment being conducted in the reading workshops; field trips are being taken; inservice training being given; a final exhibition and/or performing arts and film festival being prepared.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY) varies

Supervisors, principals, coordinators, art teachers, reading teachers, and classroom teachers should attend. Awareness consists of a lecture with slides on the essential components of the program in operation, with scheduling for implementation, and evaluation procedure. A question-and-answer period at the end of the presentation allows potential adopters' needs to be met.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Art, reading, and classroom teachers, principals, supervisors, and coordinators should attend. The content of the program components is explored, explained, and taught. The content of the art project is based on the art form being taught at the adopter site (e.g., painting, photography, dance). The content and teacher-made material of the reading-oriented arts workshop is determined by the adopter site art forms. Resources available in the community of each adopter site determine the field trips. Tables and chairs are needed so the teachers can take part in hands-on reading-oriented arts project. The implementation schedule is planned for each adopter.

EVALUATION:

Pretest Data Retrieval Form, Management Checklist, Monitoring Form, Evaluation Form, and Posttest Data Retrieval Form, California Achievement Test (norm-referenced), Wisconsin Test of Reading Skill Development (criterion-referenced) should be used. The adopter is responsible for all test administration. The D/D does all data analysis. Pre/posttests must be administered and data submitted at the beginning and end of the program respectively. D/D forwards a Management Checklist to the adopter site a few weeks after implementation and a Monitoring form halfway into the program. An Evaluation Form must be completed at the end of the program.

FOLLOW-UP:

Technical assistance is provided as long as necessary at no cost to the adopter. Site visitations are agreed to by the adopter and D/D and a site-visit form completed after each visit.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☐
TRAINING	☒	☐	☒	☐
EVALUATION	☒	☐	☒	☐
CURRICULUM	☒	☐	☒	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Overhead projector, slide carousel and projector, display table; awareness conference coordinator must provide equipment.

TRAINING: Overhead projector, slide carousel and projector, display table, tables and chairs; SF or conference coordinator must provide equipment. Staff Training Booklets, sample art and reading lesson plans, and sample course of study are provided by D/D at no cost to adopter.

Adoption Agreement

	YES	NO				
			PARTIES SIGNING			
			ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☐	☒	☒	☒	☐	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Attend awareness, participate in initial and follow-up training, undertake needs assessment, secure required material	X	X	Art/Reading/ Classroom Coordinators, Supervisors
• Administer pre/posttests	X	X	

Adoption Expenses

START-UP COST OR RANGE: $ None PER NUMBER OF PERSONS (SPECIFY):

MAINTENANCE COST OR RANGE: $ 340 each yearly workshop PER NUMBER OF PERSONS (SPECIFY): 25 students

D/D trains all staff initially at no cost to the adopter. Training materials provided free until inventory is depleted. Adopter assumes maintenance costs, which depend on number of workshops in operation. Funding is available through several sources; D/D or SF can furnish information. D/D has limited funds for preservice trainers. Adopter and D/D make individual funding arrangements.

Contact

Bernadette C. O'Brien, Citywide Coordinator; Title I Children's Program: Learning to Read Through the Arts; Division of Curriculum and Instruction; New York City Board of Education; 131 Livingston St., Room 621; Brooklyn, NY 11201. (212) 787-0470 or -7582.

PROJECT: TITLE I CHILDREN'S PROGRAM: Learning To Read Through The Arts, Division of Curriculum and Instruction, New York City Board of Education

129-S

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES	STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☑	☐	☐	NEBRASKA	☐	☐	☐
ALASKA	☐	☐	☐	NEVADA	☐	☐	☐
ARIZONA	☑	☐	☐	NEW HAMPSHIRE	☐	☐	☐
ARKANSAS	☑	☐	☐	NEW JERSEY	☑	☐	☐
CALIFORNIA	☑	☐	☐	NEW MEXICO	☐	☐	☐
COLORADO	☐	☐	☐	NEW YORK	☑	☑	☐
CONNECTICUT	☐	☐	☐	NORTH CAROLINA	☑	☐	☐
DELAWARE	☐	☐	☐	NORTH DAKOTA	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐	OHIO	☐	☐	☐
FLORIDA	☐	☐	☐	OKLAHOMA	☐	☐	☐
GEORGIA	☐	☐	☐	OREGON	☑	☐	☐
HAWAII	☐	☐	☐	PENNSYLVANIA	☐	☐	☐
IDAHO	☐	☐	☐	RHODE ISLAND	☑	☐	☐
ILLINOIS	☑	☐	☐	SOUTH CAROLINA	☐	☐	☐
INDIANA	☐	☐	☐	SOUTH DAKOTA	☐	☐	☐
IOWA	☐	☐	☐	TENNESSEE	☑	☐	☐
KANSAS	☐	☐	☐	TEXAS	☑	☐	☐
KENTUCKY	☐	☐	☐	UTAH	☐	☐	☐
LOUISIANA	☐	☐	☐	VERMONT	☐	☐	☐
MAINE	☐	☐	☐	VIRGINIA	☐	☐	☐
MARYLAND	☑	☐	☐	WASHINGTON	☐	☐	☐
MASSACHUSETTS	☐	☐	☐	WEST VIRGINIA	☐	☐	☐
MICHIGAN	☐	☐	☐	WISCONSIN	☐	☐	☐
MINNESOTA	☑	☐	☐	WYOMING	☑	☐	☐
MISSISSIPPI	☐	☐	☐	VIRGIN ISLANDS	☐	☐	☐
MISSOURI	☐	☐	☐	PUERTO RICO	☐	☐	☐
MONTANA	☐	☐	☐				

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PROJECT INFORMATION SHEET

Project

TRENTON FOLLOW THROUGH PROGRAM: Behavior Analysis Approach (Basic Skills Instruction)

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Dorothy Barber	Project Coordinator	50%
Percy Dare	Resource Center Manager	100%

Basic Features Adopter Needs To Put Into Operation

- Behavior Analysis approach
- Clinical teaching
- Teacher-student verbal interaction to meet established criteria
- High percentage of student on-task behaviors during formal instructional time
- Student motivational system
- Data collection on student academic and social performance

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

Awareness is for classroom teachers, curriculum specialists, school-building principals, and central administrators. Topics include Behavior Analysis model for instruction, teacher-student interaction, motivational techniques, discipline, data collection techniques, pupil-progress monitoring, and classroom management. Adopters' needs may determine agenda.

TRAINING: ( ) 1-2 DAYS (X) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

One-half day to three days is possible. The agenda is set after assessment (instrument provided by Trenton Follow Through) determines local districts needs. There is basic skills training and in-classroom practicum for classroom teachers, curriculum specialists, and principals. The three-day training sequence is a Behavior Analysis teaching seminar and classroom practicum at the D/D site or in adopters' classrooms to study the Behavior Analysis model, fostering a favorable learning environment, measuring objectives, techniques for discipline and classroom management.

EVALUATION:

Evaluation design must be approved by D/D, SF, and LEA. Adopter must be willing to assume major responsibility for data collection.

FOLLOW-UP:

Trenton Follow Through provides inservice follow-up and in-classroom consultations and site reports; the adoption agreement specifies conditions for technical assistance. (Travel and expenses are shared by LEA and D/D. Telephone consultations, tailor-made videotapes for inservice and diagnostic feedback, and data analysis as agreed to (little or no cost to adopter), and newsletter, technical reports, fact bulletins, and related literature are provided at no cost to adopter.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☒	☐	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☒	☐	☐
CURRICULUM	☐	☐	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Trenton Follow Through provides equipment; 3/4" color video cassettes (educational standard) are available from D/D.

TRAINING: Classroom for practicum training must be made available to adopter if training does not occur at D/D site.

Adoption Agreement

	YES	NO
SUPPLIED BY D/D	☒	☐
WILLING TO USE SF'S	☒	☐

PARTIES SIGNING

ADOPTER	D/D	SF	FUNDING AGENCY
☒	☒	☒	☒

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Establish at school or district level need for basic skills instruction and classroom management	X	X	
• Attend awareness training	X	X	
• Establish specific behavioral objectives for training with D/D needs assessment instrument, attend training and practicum, and participate in follow-up evaluation	X	X	

Adoption Expenses

START-UP COST OR RANGE: $ 15 PER NUMBER OF PERSONS (SPECIFY): per teacher

MAINTENANCE COST OR RANGE: $ PER NUMBER OF PERSONS (SPECIFY):

In addition to a teacher's manual for each teacher, adopter should acquire the basic skills instruction video training tapes. Cost of tape is minimal.

Contact

Dorothy Barber, Project Coordinator; Follow Through Program; Trenton Board of Education; Administration Building; 108 N. Clinton Ave.; Trenton, NJ 08609. (609) 989-2872.

PROJECT INFORMATION SHEET

Project

TRENTON FOLLOW THROUGH PROGRAM: Behavior Analysis Approach (Continuous Progress Assessment)

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Dorothy Barber	Project Coordinator	50%
Percy Dare	Resource Center Manager	100%

Basic Features Adopter Needs To Put Into Operation

A pupil-progress monitoring and management information system for students, parents, teachers, and administrators that includes a system the classroom teacher can use to select individualized academic goals for students in the basic skills areas and assess entry skills; monthly individual student reports for parents; monthly summary reports for administrators and teachers; weekly reports that compare each child's placement with weekly targets; and test/text correlations.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

Awareness training is for administrators and lead teachers. Topics include academic goal setting, reporting information, test/text correlations, role of the building principal, and hardware requirements.

TRAINING: (X) 1-2 DAYS* (X) 3-4 DAYS** ( ) 5-6 DAYS ( ) LONGER (SPECIFY)
*Three-hour workshop for classroom teachers ** Turnkey CPA specialists
(X) D/D CAN TRAVEL TO ADOPTER SITE (X) ADOPTER MUST TRAVEL TO D/D SITE (Turnkey)

Implementation at the school building or district level requires training for principals, classroom teachers, and turnkey specialists on monitoring procedures and recording instruments. Workshop's agenda and role-playing techniques facilitate a high degree of group interaction for school personnel. A memorandum of agreement between the LEA and D/D noting time line for hardware/software installation, program development, and implementation requirements and evaluation is required before training is scheduled.

EVALUATION:

Evaluation design must be approved by D/D, SF, LEA, and funding agency. Formative evaluation measures on pupil academic progress are part of the CPA process. D/D also provides correlation textbook placements and standarized test scores, CPA consumer surveys, and a complete CPA Title IV-C evaluation program.

FOLLOW-UP:

D/D provides follow-up/technical assistance for a minimum of two years, stated in the memorandum of agreement.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☒	☐	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☒	☐	☐
CURRICULUM	☒ LEA provides with D/D approval	☐	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: D/D provides all materials and supplies.

TRAINING: D/D provides all materials and supplies stipulated in the memorandum of agreement.

Adoption Agreement

	YES	NO	PARTIES SIGNING: ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☒	☐	☒	☒	☒	☒

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS: TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Establish needs for Continuous Progress Assessment of student achievement in reading and arithmetic.		X	
• Attend awareness training, identify state and district academic goals by grade level, establish data processing requirements, develop timeline , implementation, formulate memorandum of agreement	X	X	Parents
• Make plans for training schedule, turnkey trainer, evaluation, technical assistance, follow-up	X	X	

Adoption Expenses

START-UP COST OR RANGE: $ ______ PER NUMBER OF PERSONS (SPECIFY): ______

MAINTENANCE COST OR RANGE: $ ______ PER NUMBER OF PERSONS (SPECIFY): ______

Approximate costs at the school building level for LEAs currently using microcomputers: computer software (BASIC), $250; operator's manual, $10; CPA manual (Comprehensive Guide), $15; reporting form masters, $25 per packet.

Contact

Dorothy Barber, Project Coordinator; Follow Through Program; Trenton Board of Education; Administration Building; 108 N. Clinton Ave., Trenton NJ 08609. (609) 989-2872.

PROJECT INFORMATION SHEET

Project

TRENTON FOLLOW THROUGH: Behavior Analysis Approach (Parent Involvement)

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Dorothy Barber	Project Coordinator	50%
Percy Dare	Resource Center Manager	100%

Basic Features Adopter Needs To Put Into Operation

Parents as paraprofessionals:
- Instructional objectives
- Utilizing curriculum
- High percentage of student on-task behaviors
- Implementation of Behavior Analysis teaching procedures

Parents as parent council members:
- Appropriate procedures for recruiting, boardsmanship, fund raising and record keeping
- Parent council meeting attendance
- Number of parent council members
- Amount of volunteer time

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

Parents as paraprofessionals: overview of parents in education, roles of parents involved in instruction and tutoring, team teaching, training sequence. Parents as council members: General presentation on history of PTAs, PTOs, PACs (Title I and Follow Through); general topics for review: suitable roles for parent advisors, recruiting community advocacy, screening, boardsmanship, and fund raising.

Awareness training agendas may depend on districts' needs.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Training for paraprofessionals: recruitment, selection process, training schedule, evaluation; activities include instructional planning, gaming, positive reinforcement procedures, and instructional delivery. Training for parent councils: historical development, bylaws, recruitment, screening, community advocacy, boardmanship, and continued parent involvement. Training sessions may vary according to need.

EVALUATION:

Evaluation design must be approved by D/D, SF, and LEA. Adopter must be willing to assume major responsibility for data collection. D/D can provide evaluation instruments for assessment of Consumer Survey, Volunteer Time, Attendance, Anecdotal Records.

FOLLOW-UP:

D/D provides technical assistance by mail and telephone at no cost to adopter as soon as a turnkey trainer is identified.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☒	☐	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☐	☐	☐	☐
CURRICULUM	☐	☐	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: D/D supplies all materials and supplies.

TRAINING: Parent Training Manual

Adoption Agreement

	YES	NO	ADOPTER	D/D	SF	FUNDING AGENCY
			PARTIES SIGNING			
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☒	☐	☒	☒	☒	☒

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
° Establish needs concerning parental involvement at the school building or district level, attend awareness training, establish specific objectives for training (adopter may identify turnkey trainer), establish needs for follow-up and evaluation	X	X	Parent

Adoption Expenses

START-UP COST OR RANGE: $ 15 PER NUMBER OF PERSONS (SPECIFY): turnkey trainer

MAINTENANCE COST OR RANGE: $ ______ PER NUMBER OF PERSONS (SPECIFY): ______

Contact

Dorothy Barber, Project Coordinator; Follow Through Program; Trenton Board of Education; Administration Building; 108 N. Clinton Ave.; Trenton, NJ 08609. (609) 989-2872.

PROJECT: TRENTON FOLLOW THROUGH: Behavior Analysis Approach

130-S

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☐	☐	☐
ARKANSAS	☐	☐	☐
CALIFORNIA	☐	☐	☐
COLORADO	☐	☐	☐
CONNECTICUT	☐	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☐	☐	☐
GEORGIA	☐	☐	☐
HAWAII	☐	☐	☐
IDAHO	☐	☐	☐
ILLINOIS	☐	☐	☐
INDIANA	☐	☐	☐
IOWA	☐	☐	☐
KANSAS	☐	☐	☐
KENTUCKY	☐	☐	☐
LOUISIANA	☐	☐	☐
MAINE	☐	☐	☐
MARYLAND	☐	☐	☐
MASSACHUSETTS	☐	☐	☐
MICHIGAN	☑	☐	☐
MINNESOTA	☐	☐	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☐	☐	☐
MONTANA	☐	☐	☐
NEBRASKA	☐	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☐	☐	☐
NEW JERSEY	☑	☑	☐
NEW MEXICO	☐	☐	☐
NEW YORK	☐	☐	☐
NORTH CAROLINA	☐	☐	☐
NORTH DAKOTA	☐	☐	☐
OHIO	☐	☐	☐
OKLAHOMA	☐	☐	☐
OREGON	☐	☐	☐
PENNSYLVANIA	☐	☐	☐
RHODE ISLAND	☐	☐	☐
SOUTH CAROLINA	☐	☐	☐
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☐	☐	☐
TEXAS	☐	☐	☐
UTAH	☐	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☐	☐	☐
WASHINGTON	☐	☐	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☐	☐	☐
WYOMING	☑	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

TULARE FOLLOW THROUGH (Concepts and Language)

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Mike Wenn	Coordinator	100%
Joan Wooters	Program Implementation Specialist	100%
Bonnie Tinder	Resource Teacher	100%
Flora Welch	Information Technician	100%
Mimi Cervantes	Parent Aide	100%
Marilyn Warm	Secretary	100%

Basic Features Adopter Needs To Put Into Operation

- Four lessons, one related activity, and one independent activity from Concepts and Language kits are used per day.
- Students are divided into three or four small groups.
- Room environment provides separate areas for independent and small-group activities, large-group activities, materials display and storage and includes teaching stations with tables and chairs.
- Instructional strategies incorporate teacher preparation, classroom management, content presentation, visual, auditory, and sensory activities, and systematic feedback for learners.
- Mastery indicators are provided by practice tests, unit tests, and mastery tests.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

Filmstrip-tape presentation includes overviews of the National Diffusion Network, the Follow Through program, and all components of Tulare Follow Through. One component may be singled out for special attention.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

All staff involved in implementation of component participate in training. It is desirable for administrator to attend as well. Topics include an overview of the component, lesson demonstrations, techniques, and project-developed manuals and kits. Practicum is included. A room large enough to accommodate all participants is required. Under certain circumstances, a member of adopter's staff may be trained to train remaining staff.

EVALUATION:

Adopter pre- and posttests with a nationally normed test, administers D/D-developed criterion-referenced end-of-unit tests, analyzes results, and transmits results and analysis to D/D. D/D provides criterion-referenced tests, testing procedures, and comparison data from Comprehensive Test of Basic Skills.

FOLLOW-UP:

Two days of follow-up technical assistance are provided to adopter for the first two years following adoption. Additional days may be negotiated.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☐
TRAINING	☒	☐	☒	☐
EVALUATION	☐	☐	☐	☐
CURRICULUM	☒	☐	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: A synchronized filmstrip-cassette player or separate filmstrip machine and cassette tape player, screen, display tables, and easel are required.

TRAINING: A videocassette playback unit, synchronized filmstrip-cassette player, phonograph, screen, and display tables are required.

Adoption Agreement

			PARTIES SIGNING			
	YES	NO	ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☒	☐	☒	☒	☒	☒

Activities Adopter Should Undertake To Implement Program

	PARTICIPANTS		
ACTIVITY	TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Attend awareness presentation	X	X	Parents
• Participate in initial and follow-up training	X	X	
• Designate local program monitor		X	
• Secure required materials	X	X	
• Provide requested evaluation data	X	X	

Adoption Expenses

START-UP COST OR RANGE: $ ____________ PER NUMBER OF PERSONS (SPECIFY): ____________

MAINTENANCE COST OR RANGE: $ ____________ PER NUMBER OF PERSONS (SPECIFY): ____________

Start-up cost depends on number of teachers and classrooms involved. Concepts and Language kit, $405.60 (one per classroom). Supplementary materials, $60 per classroom. Maintenance cost depends on number of participants.

Contact

Mike Wenn, Coordinator; Tulare Follow Through Resource Center; 909 E. Cedar, Suite B; Tulare, CA 93274. (209) 688-2892.

PROJECT INFORMATION SHEET

Project

TULARE FOLLOW THROUGH (Oral Language Development)

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Mike Wenn	Coordinator	100%
Joan Wooters	Program Implementation Specialist	100%
Bonnie Tinder	Resource Teacher	100%
Flora Welch	Information Technician	100%
Mimi Cervantes	Parent Aide	100%
Marilyn Warm	Secretary	100%

Basic Features Adopter Needs To Put Into Operation

- One 25-minute activity is used per day.
- Class sits in semicircular rows to assume proximity to teacher.
- Room environment reflects lesson content.
- Instructional strategies incorporate teacher preparation, classroom management, nonverbal signals, such oral language development techniques as modeling, repetition, substitution, sentence transformation, and directed and situational dialogue, correction techniques, intonation and stress, pacing, and positive reinforcement.
- Mastery indicators are provided by pupil performance assessment and teacher assessment.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

Filmstrip-tape presentation includes overviews of the National Diffusion Network, the Follow Through program, and all components of Tulare Follow Through. One component may be singled out for special attention.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

All staff involved in implementation of component participate in training. It is desirable for administrator to attend as well. Topics include an overview of the component, lesson demonstrations, techniques, and project-developed manuals. Practicum is included. A room large enough to accommodate all participants is required. Under certain circumstances, a member of adopter's staff may be trained to train remaining staff.

EVALUATION:

Adopter administers pre- and posttests with a nationally normed test, administers D/D-developed criterion-referenced end-of-unit tests, analyzes results, and transmits results and analysis to D/D. D/D provides criterion-referenced tests, testing procedures, and comparison data from Comprehensive Test of Basic Skills.

FOLLOW-UP:

Two days of follow-up technical assistance are provided to adoper for the first two years following adoption. Additional days may be negotiated.

Compiled Summer 1980

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☐
TRAINING	☒	☐	☐	☐
EVALUATION	☐	☐	☐	☐
CURRICULUM	☒	☒	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: A synchronized filmstrip-cassette player or separate filmstrip machine and cassette tape player, screen, display tables, and easel are required.

TRAINING: A 16mm projector, videocassette playback unit, synchronized filmstrip-cassette player, overhead projector, screen, and display tables are required.

Adoption Agreement

	YES	NO	ADOPTER	D/D	SF	FUNDING AGENCY
			PARTIES SIGNING			
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☒	☐	☒	☒	☒	☒

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
° Attend awareness presentation	X	X	Parents
° Participate in initial and follow-up training	X	X	
° Designate local program monitor		X	
° Secure required materials	X	X	
° Provide requested evaluation data	X	X	

Adoption Expenses

START-UP COST OR RANGE: $ ____________ PER NUMBER OF PERSONS (SPECIFY): ____________

MAINTENANCE COST OR RANGE: $ ____________ PER NUMBER OF PERSONS (SPECIFY): ____________

Start-up cost depends on number of teachers and classrooms involved. Teacher's manuals: kindergarten, $10 (one per teacher); grade 1, $15 (one per teacher); grade 2, $10 (one per teacher); grade 3, $10 (one per teacher). Supplementary materials: $60 per classroom. Maintenance cost depends on number of teachers.

Contact

Mike Wenn, Coordinator; Tulare Follow Through Resource Center; 909 E. Cedar, Suite B; Tulare, CA 93274. (209) 688-2892.

PROJECT INFORMATION SHEET

Project

TULARE FOLLOW THROUGH (Parent Involvement)

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Mike Wenn	Coordinator	100%
Joan Wooters	Program Implementation Specialist	100%
Bonnie Tinder	Resource Teacher	100%
Flora Welch	Information Technician	100%
Mimi Cervantes	Parent Aide	100%
Marilyn Warm	Secretary	100%

Basic Features Adopter Needs To Put Into Operation

- Time requirements, necessary teaching strategies, and parent participants are identified.
- Training and involvement location, necessary audiovisual equipment, materials, and supplies are secured.
- Parent participants receive orientation to the objectives of parent activity and are taught how to participate in all phases of activity; adopter's Parent Involvement Person adds specialized training for specific activities.
- Parents participate in activity conducted by Parent Involvement Person, assisted by Parent Involvement Person and experienced volunteers.
- Parent activity is monitored by Parent Involvement Person.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

Filmstrip-tape presentation includes overviews of the National Diffusion Network, the Follow Through program, and all components of Tulare Follow Through. One component may be singled out for special attention.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

All staff involved in implementation of component participate in training. It is desirable for administrator to attend as well. Topics include an overview of the component, activity demonstrations, techniques, and project-developed materials. Practicum is included. A room large enough to accommodate all participants is required. Under certain circumstances, a member of adopter's staff may be trained to train remaining staff.

EVALUATION:

Parents maintain records of participation. Records, which include both quantitative and qualitative data, note parent contacts, meeting attendance, training sessions, monitoring, assistance, follow-up, and survey and questionnaire activities. Activities are evaluated by formal and informal responses. Outside observers assist with evaluation.

FOLLOW-UP:

Two days of follow-up technical assistance are provided to adopter for the first two years following adoption. Additional days may be negotiated.

Compiled Summer 1980

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☐
TRAINING	☒	☐	☐	☐
EVALUATION	☐	☐	☐	☐
CURRICULUM	☒	☒	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: A synchronized filmstrip-cassette player or separate filmstrip machine and cassette tape player, screen, display tables, and easel are required.

TRAINING: A 16mm projector, synchronized filmstrip-cassette player, screen, and display tables are required.

Adoption Agreement

			PARTIES SIGNING			
	YES	NO	ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☒	☐	☒	☒	☒	☒

Activities Adopter Should Undertake To Implement Program

	PARTICIPANTS		
ACTIVITY	TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Attend awareness presentation		X	Program Monitor Parents
• Participate in initial and follow-up training		X	Program Monitor, Parents
• Designate local program monitor		X	
• Secure required materials		X	Program Monitor
• Provide requested evaluation data		X	Program Monitor

Adoption Expenses

START-UP COST OR RANGE: $ ____________ PER NUMBER OF PERSONS (SPECIFY): ____________

MAINTENANCE COST OR RANGE: $ ____________ PER NUMBER OF PERSONS (SPECIFY): ____________

Start-up cost depends on number of participants and extent of implementation. Training manual: $25 (one per participant). Reach Out and Teach kits (three titles), $212.50 each. Each One Teach Some, $400. Additional parent involvement materials, free from project. Maintenance cost depends on number of participants.

Contact

Mike Wenn, Coordinator; Tulare Follow Through Resource Center; 909 E. Cedar, Suite B; Tulare, CA 93724.
(209) 688-2892.

PROJECT INFORMATION SHEET

Project

TULARE FOLLOW THROUGH (Social Education)

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Mike Wenn	Coordinator	100%
Joan Wooters	Program Implementation Specialist	100%
Bonnie Tinder	Resource Teacher	100%
Flora Welch	Information Technician	100%
Mimi Cervantes	Parent Aide	100%
Marilyn Warm	Secretary	100%

Basic Features Adopter Needs To Put Into Operation

- One 30-minute activity from Social Education kits is used per day.
- Instruction is whole-class or small-group, depending on activity.
- Room environment provides bulletin board displays, models and project displays, work center, and role playing centers.
- Instructional strategies incorporate teacher preparation, classroom management, questioning for multilevel responses, pacing, and positive reinforcement; instruction follows lesson sequences.
- Mastery indicators are provided by end-of-unit tests, proficiency measure, and teacher observation.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

Filmstrip-tape presentation includes overviews of the National Diffusion Network, the Follow Through program, and all components of Tulare Follow Through. One component may be singled out for special attention.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

All staff involved in implementation of component participate in training. It is desirable for administrator to attend as well. Topics include an overview of the component, lesson demonstrations, techniques, and project-developed manuals and kits. Practicum is included. A room large enough to accommodate all participants is required. Under certain circumstances, a member of adopter's staff may be trained to train remaining staff.

EVALUATION:

Adopter pre- and posttests with a nationally normed test, administers D/D-developed criterion-referenced end-of-unit tests, analyzes results, and transmits results to D/D. D/D provides criterion-referenced tests, testing procedures, and comparison data from Comprehensive Test of Basic Skills.

FOLLOW-UP:

Two days of follow-up technical assistance are provided to adopter for the first two years following adoption. Additional days may be negotiated.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☐
TRAINING	☒	☐	☐	☐
EVALUATION	☐	☐	☐	☐
CURRICULUM	☒	☐	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: A synchronized filmstrip-cassette player or separate filmstrip machine and cassette tape player, screen, display tables, and easel are required.

TRAINING: A synchronized filmstrip-cassette layer, screen, and display tables are required.

Adoption Agreement

	YES	NO		PARTIES SIGNING: ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐	/				
WILLING TO USE SF'S	☒	☐		☒	☒	☒	☒

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS: TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
° Attend awareness presentation	X	X	Parents
° Participate in initial and follow-up training	X	X	
° Designate local program monitor		X	
° Secure required materials	X	X	
° Provide requested evaluation data	X	X	

Adoption Expenses

START-UP COST OR RANGE: $ ____________ PER NUMBER OF PERSONS (SPECIFY): ____________

MAINTENANCE COST OR RANGE: $ ____________ PER NUMBER OF PERSONS (SPECIFY): ____________

Start-up cost depends on number of classrooms involved. Social Education kits: grade 1, $152 (one per classroom); grade 2, $222.40 (one per classroom); grade 3, $407 (one per classroom). Maintenance cost depends on number of participants.

Contact

Mike Wenn, Coordinator; Tulare Follow Through Resource Center; 909 E. Cedar, Suite B; Tulare, CA 93274.
(209) 688-2892.

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PROJECT INFORMATION SHEET

Project

TULARE FOLLOW THROUGH (Thinking and Reasoning)

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Mike Wenn	Coordinator	100%
Joan Wooters	Program Implementation Specialist	100%
Bonnie Tinder	Resource Teacher	100%
Flora Welch	Information Technician	100%
Mimi Cervantes	Parent Aide	100%
Marilyn Warm	Secretary	100%

Basic Features Adopter Needs To Put Into Operation

- Four 20-minute activities are used per week.
- Students are divided into six- to eight-member groups for instruction and game centers.
- Room environment provides instruction center, games center, and related activities center.
- Instructional strategies incorporate teacher preparation, classroom management, questioning skills, prompting, and correction techniques; instruction emphasizes model thought processes, information feedback from children, and use of absurdities to stimulate thinking.
- Mastery indicators are provided by pupil performance checklist and follow lesson sequences and games record.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

Filmstrip-tape presentation includes overviews of the National Diffusion Network, the Follow Through program, and all components of Tulare Follow Through. One component may be singled out for special attention.

TRAINING: (X) 1-2 DAYS ( ) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

All staff involved in implementation of component participate in training. It is desirable for administrator to attend as well. Topics include an overview of the component, lesson demonstration, techniques, and project-developed materials. Practicum is included. A room large enough to accommodate all participants is required. Under certain circumstances, a member of adopter staff may be trained to train remaining staff.

EVALUATION:

Adopter pre- and posttests with a nationally normed test, administers D/D-developed criterion-referenced end-of-unit tests, analyzes results, and transmits results and analysis to D/D. D/D provides criterion-referenced tests, testing procedures, and comparison data from Comprehensive Test of Basic Skills.

FOLLOW-UP:

Two days of follow-up technical assistance are provided to adopter for the first two years after adoption. Additional days may be negotiated.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☐
TRAINING	☒	☐	☒	☐
EVALUATION	☐	☐	☐	☐
CURRICULUM	☒	☒	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: A synchronized filmstrip-cassette player or separate filmstrip machine and cassette tape player, screen, display tables, and easel are required.

TRAINING: A videocassette playback unit, synchronized filmstrip-cassette player, overhead projector, screen, and display tables are required.

Adoption Agreement

	YES	NO	PARTIES SIGNING: ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☒	☐	☒	☒	☒	☒

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS: TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Attend awareness presentation	X	X	Parents
• Participate in initial and follow-up training	X	X	Parents
• Designate local program monitor		X	
• Secure required materials	X	X	
• Provide requested evaluation data	X	X	

Adoption Expenses

START-UP COST OR RANGE: $ ______ PER NUMBER OF PERSONS (SPECIFY): ______

MAINTENANCE COST OR RANGE: $ ______ PER NUMBER OF PERSONS (SPECIFY): ______

Start-up cost depends on number of teachers and classrooms involved. Required materials: kindergarten, $200 per classroom; grade 1, $200 per classroom. Supplementary materials: $60 per classroom. Supplementary games: $105 per classroom. Maintenance cost depends on number of participants.

Contact

Mike Wenn, Coordinator; Tulare Follow Through Resource Center; 909 E. Cedar, Suite B; Tulare, CA 93274. (209) 688-2892.

PROJECT: TULARE FOLLOW THROUGH

131-5

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☑	☐	☐
ARKANSAS	☐	☐	☐
CALIFORNIA	☑	☐	☐
COLORADO	☐	☐	☐
CONNECTICUT	☐	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☐	☐	☐
GEORGIA	☐	☐	☐
HAWAII	☐	☐	☐
IDAHO	☐	☐	☐
ILLINOIS	☐	☐	☐
INDIANA	☐	☐	☐
IOWA	☐	☐	☐
KANSAS	☐	☐	☐
KENTUCKY	☐	☐	☐
LOUISIANA	☐	☐	☐
MAINE	☐	☐	☐
MARYLAND	☐	☐	☐
MASSACHUSETTS	☐	☐	☐
MICHIGAN	☐	☐	☐
MINNESOTA	☐	☐	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☐	☐	☐
MONTANA	☐	☐	☐
NEBRASKA	☐	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☐	☐	☐
NEW JERSEY	☐	☐	☐
NEW MEXICO	☐	☐	☐
NEW YORK	☐	☐	☐
NORTH CAROLINA	☐	☐	☐
NORTH DAKOTA	☐	☐	☐
OHIO	☐	☐	☐
OKLAHOMA	☐	☐	☐
OREGON	☐	☐	☐
PENNSYLVANIA	☐	☐	☐
RHODE ISLAND	☐	☐	☐
SOUTH CAROLINA	☐	☐	☐
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☐	☐	☐
TEXAS	☐	☐	☐
UTAH	☐	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☐	☐	☐
WASHINGTON	☑	☐	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☐	☐	☐
WYOMING	☑	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

Compiled Summer 1980

PROJECT INFORMATION SHEET

Project

URBAN ARTS PROGRAM

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Wallace Kennedy	Project Coordinator/Trainer	80%

Basic Features Adopter Needs To Put Into Operation

Prepare local plan to operate five key project features: move students into workshops with artists, place artists in classrooms, activate teachers' arts talents and skills, connect events and exhibitions with curriculum, and celebrate arts with community; also designate management team with responsibilities for uniting school and community arts resources.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR (X) LONGER (SPECIFY) 2-3 hours

One- or two- to three-hour presentation possible, depending on time available to audience. A one-hour session gives an overview of program operations and how to begin an adoption. In the longer session, teachers, community artists, and the school administrator are introduced to planning and training and make a joint determination if the program is feasible for them.

TRAINING: ( ) 1-2 DAYS ( ) 3-4 DAYS (X) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

A first three- to four-day training session puts into effect a local plan to unite the school and community arts resources and designates a management team. A second two-to three-day session clarifies logistics of operations, gives instruction in monitoring and evaluating procedures, and gives staff training to artists, teachers, parents, and administrators.

EVALUATION:

Required are formative data on monitoring project operations, student impact data obtained through journal entries and inventory, teacher change data from journal entry, demographic data about project activities. D/D analyzes adopter data.

FOLLOW-UP:

One day of follow-up is provided six to 12 weeks after installation to monitor operations, obtain teachers' stages of concern. A second day of follow-up 12 to 24 weeks after installation is provided to monitor levels of use, analyze monitoring and evaluation data, and analyze plan for continuing the adoption.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☐	☒	☒
TRAINING	☒	☒	☐	☒
EVALUATION	☒	☒	☐	☒
CURRICULUM	☐	☐	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Brochures, pamphlets

TRAINING: LEA must purchase Manual for Adopting Urban Arts at $5 each for every person in training group.

Adoption Agreement

			PARTIES SIGNING			
	YES	NO	ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☐	☐	☒	☒	☒	☒

Activities Adopter Should Undertake To Implement Program

	PARTICIPANTS		
ACTIVITY	TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
° Set up program with community arts resources	X	X	Local Artists
° Schedule arts resources for students	X	X	Local Artists
° Identify and activate program management team	X	X	
° Identify and schedule use of teachers' talents	X	X	
° Schedule inservice for teachers	X	X	Local Artists
° Connect events and exhibitions to curriculum	X	X	Local Artists
° Celebrate arts with community groups	X	X	Local Citizens
° Monitor and evaluate activities	X	X	Local Citizens

Adoption Expenses

START-UP COST OR RANGE: $ 130 PER NUMBER OF PERSONS (SPECIFY): per teacher 6 teachers trained

MAINTENANCE COST OR RANGE: $ 20 PER NUMBER OF PERSONS (SPECIFY): per pupil per school years

Start-up figure represents release time for training, per teacher. Maintenance cost depends on the number and duration of scheduled activities, which determine type and quantity of supplies needed and for which the artists negotiate their charges, and local schedules and arrangements for teacher-time compensation. SF and D/D negotiate these costs.

Contact

Wallace Kennedy, Project Trainer; Urban Arts Developer/Demonstrator Project; University of Minnesota Teacher Center Annex; 1411 University Avenue Southeast; Minneapolis, MN 55455. (612) 376-8234.

TRAINERS LISTING

Project: URBAN ARTS PROGRAM

Selection Process: Trainers must have six days of training for adoption, participate in adoption conference, have one year's management team experience with an adoption project.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Wallace Smith Evanston, IL	1977; qualified to train in all settings and situations	X	X	X	X	X	X	X	X	X		X

PROJECT: URBAN ARTS PROGRAM

132-S

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES	STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐	NEBRASKA	☐	☐	☐
ALASKA	☐	☐	☐	NEVADA	☐	☐	☐
ARIZONA	☐	☐	☐	NEW HAMPSHIRE	☐	☐	☐
ARKANSAS	☐	☐	☐	NEW JERSEY	☐	☐	☐
CALIFORNIA	☐	☐	☐	NEW MEXICO	☐	☐	☐
COLORADO	☐	☐	☐	NEW YORK	☐	☐	☐
CONNECTICUT	☐	☐	☐	NORTH CAROLINA	☑	☐	☐
DELAWARE	☐	☐	☐	NORTH DAKOTA	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐	OHIO	☐	☐	☐
FLORIDA	☐	☐	☐	OKLAHOMA	☐	☐	☐
GEORGIA	☐	☐	☐	OREGON	☐	☐	☐
HAWAII	☐	☐	☐	PENNSYLVANIA	☐	☐	☐
IDAHO	☑	☐	☐	RHODE ISLAND	☐	☐	☐
ILLINOIS	☑	☑	☑	SOUTH CAROLINA	☐	☐	☐
INDIANA	☐	☐	☐	SOUTH DAKOTA	☐	☐	☐
IOWA	☐	☐	☐	TENNESSEE	☐	☐	☐
KANSAS	☑	☐	☐	TEXAS	☐	☐	☐
KENTUCKY	☐	☐	☐	UTAH	☐	☐	☐
LOUISIANA	☐	☐	☐	VERMONT	☐	☐	☐
MAINE	☐	☐	☐	VIRGINIA	☑	☐	☐
MARYLAND	☐	☐	☐	WASHINGTON	☑	☐	☐
MASSACHUSETTS	☐	☐	☐	WEST VIRGINIA	☐	☐	☐
MICHIGAN	☐	☐	☐	WISCONSIN	☐	☐	☐
MINNESOTA	☑	☑	☐	WYOMING	☐	☐	☐
MISSISSIPPI	☐	☐	☐	VIRGIN ISLANDS	☐	☐	☐
MISSOURI	☐	☐	☐	PUERTO RICO	☐	☐	☐
MONTANA	☐	☐	☐				

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PROJECT INFORMATION SHEET

Project

U-SAIL: Utah System Approach to Individualized Learning

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Carma M. Hales	Director	20%
Maurine E. Jones	Inservice Coordinator	20%
Larry W. Stott	Evaluation Specialist	20%
Perry Shaw	Specialist	20%
Barbara Jeppsen	Specialist	20%

Basic Features Adopter Needs To Put Into Operation

Individualization of instruction; pre/post assessment; multi-leveled, multi-modal organized activity; concept teaching; student/teacher record keeping; an organized environment that is flexible and functional for large-group, small-group, and independent activity; conferences with students; students who are on task, can function with task, have had instruction preceding practice, and have application activity; planning and organization, management and precision teaching and some student-initiated activity.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES ( ) 1 HOUR (X) LONGER (SPECIFY)

More than one hour is needed to describe all elements of the program, which is comprehensive yet practical, and to allow time for discussion.

TRAINING: ( ) 1-2 DAYS ( ) 3-4 DAYS (X) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Training is adapted to each adopter. Administrator orientation preceeds teacher training. All facets of planning, managing, and teaching in an individualized environment are studied. Participating teachers design, identify, or assemble materials and other tools needed for program management. Space to work is required.

EVALUATION:

A D/D-developed attitude test must be used but adopter may use local achievement testing procedures if approved by D/D. D/D uses both project-prepared and nationally validated tests. Adopter must administer tests, but D/D, SF, or adopter may be involved with the data analysis. Pre/posttesting must occur.

FOLLOW-UP:

Follow-up is provided for three years or longer if necessary. Adopter assumes travel and other follow-up expenses.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☐	☒	☒	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☒	☐	☐
CURRICULUM	☒	☒	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: None required.

TRAINING: Needed for each teacher: marking pens, file folders, transparent tape, 9" x 12" letter envelopes, rubber bands, 22" x 28" tag or rail board, butcher paper, glue, construction paper, library pockets, 3" x 5" and 5" x 8" index cards. Also needed are: staplers, paper cutters, yardstick, 12" ruler, paper punches, scissors, old readers, old workbooks, paper clips, paper fasteners, wallpaper sample books or colored paper.

Adoption Agreement

	YES	NO	PARTIES SIGNING: ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☒	☐	☒	☒	☐	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS: TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
°Attend awareness, conduct needs assessment, complete adoption agreement, secure materials, conduct initial training, collect pretraining data, participate in follow-up training until program installed, conduct post assessment	X	X	

Adoption Expenses

START-UP COST OR RANGE: $ 6 PER NUMBER OF PERSONS (SPECIFY): per child

MAINTENANCE COST OR RANGE: $ 2 PER NUMBER OF PERSONS (SPECIFY): per child

Start-up figure does not include costs of travel and per diem for either trainer or trainees, implementation materials, and any teacher release time.

Contact

Carma M. Hales, Director; U-SAIL Project; 2971 Evergreen Ave.; P.O. Box 9327; Salt Lake City, UT 84109. (801) 486-5491.

TRAINERS LISTING

Project: U-SAIL: Utah System Approach to Individualized Learning

Selection Process: Training for all demonstration site trainers is conducted at the D/D site, at the demonstration sites, and via telephone conferences. Trainers provide operational follow-through for sites identified and serve as program liaison personnel for awareness conferences, initial training, follow through, and in some instances, evaluation. The D/D's criteria for trainers are: a minimum of one year's experience with implementation of program, training in implementation and observable competency in program training. Requirements are modified for those conducting awareness only.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
	All trainers can work in urban, suburban, and rural areas, except as noted, and with elementary teachers and administrators.											
Mary Bishop Phoenix, AZ	1978; urban/suburban; elementary teacher	X	X	X	X	X	X	X	X		X	X
Carolyn Areck Benton, AK	1979	X	X	X	X	X	X	X	X		X	X
Pam Cockrum Prairie Grove, AK	1979	X	X	X	X	X	X	X	X		X	X
Charles Agnew Hobart, IN	1979	X	X	X	X	X	X	X	X		X	X
Peggy Chnupa Hobart, IN	1979	X	X	X	X	X	X	X	X		X	X
Peggy Hunt Hobart, IN	1979	X	X	X	X	X	X	X	X		X	X
Noel McDonald Evansville, IN	1979	X	X	X	X	X	X	X	X		X	X
Larry Dusanek Fort Madison, IA	1978	X	X	X	X	X	X	X	X		X	X
Betty Barton Shawnee Mission, KS	1978	X	X	X	X	X	X	X	X		X	X
Candace Carlile Houston, TX	1979	X	X	X	X	X	X	X	X		X	X
Margaret Looper Huntsville, TX	1979	X	X	X	X	X	X	X	X		X	X
Sharon Welch Midland, TX	1979	X	X	X	X	X	X	X	X		X	X
Dale Alhberg Sandy, UT	1979	X	X	X	X	X	X	X	X		X	X
Albert Arellano Tooele, UT	1979	X	X	X	X	X	X	X	X		X	X
Kent Hulet Cedar City, UT	1979	X	X	X	X	X	X	X	X		X	X
Arnold Lund Bountiful, UT	1979	X	X	X	X	X	X	X	X		X	X
Hal Madsen Murray, UT	1979	X	X	X	X	X	X	X	X		X	X
Dee El Stapley Cedar City, UT	1979	X	X	X	X	X	X	X	X		X	X

PROJECT: U-SAIL: Utah System Approach to Individualized Learning

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES	STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐	NEBRASKA	☑	☐	☐
ALASKA	☐	☐	☐	NEVADA	☑	☐	☐
ARIZONA	☑	☐	☐	NEW HAMPSHIRE	☐	☐	☐
ARKANSAS	☑	☑	☑	NEW JERSEY	☑	☐	☐
CALIFORNIA	☑	☐	☐	NEW MEXICO	☑	☐	☐
COLORADO	☐	☐	☐	NEW YORK	☐	☐	☐
CONNECTICUT	☐	☐	☐	NORTH CAROLINA	☐	☐	☐
DELAWARE	☐	☐	☐	NORTH DAKOTA	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐	OHIO	☑	☐	☐
FLORIDA	☑	☐	☐	OKLAHOMA	☑	☐	☐
GEORGIA	☑	☐	☐	OREGON	☑	☐	☐
HAWAII	☐	☐	☐	PENNSYLVANIA	☑	☑	☐
IDAHO	☑	☐	☐	RHODE ISLAND	☐	☐	☐
ILLINOIS	☐	☐	☐	SOUTH CAROLINA	☑	☐	☐
INDIANA	☑	☑	☑	SOUTH DAKOTA	☐	☐	☐
IOWA	☑	☑	☑	TENNESSEE	☑	☐	☐
KANSAS	☑	☑	☑	TEXAS	☑	☐	☑
KENTUCKY	☑	☐	☐	UTAH	☑	☑	☑
LOUISIANA	☐	☐	☐	VERMONT	☐	☐	☐
MAINE	☐	☐	☐	VIRGINIA	☐	☐	☐
MARYLAND	☐	☐	☐	WASHINGTON	☑	☐	☐
MASSACHUSETTS	☐	☐	☐	WEST VIRGINIA	☑	☐	☐
MICHIGAN	☐	☐	☐	WISCONSIN	☐	☐	☐
MINNESOTA	☐	☐	☐	WYOMING	☑	☐	☐
MISSISSIPPI	☐	☐	☐	VIRGIN ISLANDS	☐	☐	☐
MISSOURI	☑	☐	☐	PUERTO RICO	☐	☐	☐
MONTANA	☐	☐	☐				

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PROJECT INFORMATION SHEET

Project

VRP: Reading Power in the Content Areas (Vocational Reading Power)

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Eileen Ostergaard	VRP Coordinator/Trainer	60%
Carol Burgess	Trainer	60%
Joan Peters	Evaluator	33-1/3%

Basic Features Adopter Needs To Put Into Operation

Have administrative support and management plan; appoint local project coordinator; staff released for training, materials development, and follow-up; administer VRP Teacher Survey or comparable needs assessment; participating staff willing to teach reading/thinking skills in their content area classes; determine readability levels of instructional materials; assess students reading/thinking abilities in general reading skills (as determined by standardized tests) and content-specific reading skills (as measured by teacher developed informal reading inventories); identify discrepancies between student abilities and content reading requirements and teach to such discrepancies; identify essential vocabulary for content areas and introduce and reinforce these terms; acquire appropriate supplementary classroom materials; continue staff development for content area reading; assess impact data for both students and teachers.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR ( ) LONGER (SPECIFY)

Project background, goals, components, and steps for adoption are presented by lecture often accompanied by a short filmstrip-tape. The presentation is intended for secondary instructors and administrators.

TRAINING: ( ) 1-2 DAYS (X) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

Training is provided for the adopting district's secondary content area teachers, but administrators and reading consultants are encouraged to attend. Attendance is limited to 25. Since training is in practical strategies for improving reading while teaching specific content, participants are required to perform hands-on activities using their own textbooks, and each session is different. Adequate work space with tables must be provided.

EVALUATION:

Adopter administers any nationally validated reading test of own choosing. D/D administers D/D-developed teacher attitude survey and D/D-developed training evaluation. The D/D is willing to do data analysis, but appreciates help. Both pre/posttest data preferred.

FOLLOW-UP:

D/D provides one day of follow-up at no cost during the first year, then assists as long as necessary with shared cost. All participants and administrators should be involved in follow-up which usually consists of a group meeting followed by selected individual interviews.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☐	☒	☒
CURRICULUM	☒	☒	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Overhead projector, filmstrip projector and tape recorder; SF must provide equipment.

TRAINING: Overhead projector, newsprint or other large sheets of paper, markers, extra paper and pencils; supplies and equipment should be provided by adopter. Participants must bring a textbook or other print materials used for instruction; district must purchase one D/D training manual per participant.

Adoption Agreement

	YES	NO
SUPPLIED BY D/D	☒	☐
WILLING TO USE SF'S	☐	☒

PARTIES SIGNING

ADOPTER	D/D	SF	FUNDING AGENCY
☒	☒	☒	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
° Appoint project coordinator		X	Reading Consultant
° Select content area teachers for awareness	X	X	
° Sign adoption agreement		X	
° Administer teacher survey	X	X	
° Secure required materials		X	
° Attend initial training	X	X	
° Pretest students	X	X	
° Develop evaluation design	X	X	
° Schedule and participate in additional inservice	X	X	

Adoption Expenses

START-UP COST OR RANGE: $ 1,000-$10,000 PER NUMBER OF PERSONS (SPECIFY): 25

MAINTENANCE COST OR RANGE: $ 0-$3,000 PER NUMBER OF PERSONS (SPECIFY): 25

Costs include one training manual per participant, $7.75; standardized reading tests; optional student materials; optional teacher resource materials; optional computer program; four days of trainer time; five to seven days of teacher release time; trainer travel, meals, and lodging. D/D shares cost of trainer time and travel when feasible.

Contact

Eileen Ostergaard, or Carol Burgess; The EXCHANGE; 166 Peik Hall; University of Minnesota; Minneapolis, MN 55455. (612) 376-8234.

TRAINERS LISTING

Project: VRP: Reading Power in the Content Areas (Vocational Reading Power)

Selection Process: Trainers must meet the following criteria: have background in reading and experience in inservice training; work with a VRP adoption site for a minimum of one year; participate in a minimum of two VRP training workshops conducted by the D/D for on-the-job training; have consensus approval of SF, SEA, D/D, and trainer's employment agency.

Name	Background	APPROVED SERVICES				EXPENSES				OUT-OF-ST TRAVEL		CONTACT D/D
		AWARENESS	TRAINING	EVALUATION	FOLLOW-UP	MEALS	HONORARIUM	TRAVEL	LODGING	YES	NO	
Dave Wolansky Bloomfield, CT	1975; secondary; vocational or nonvocational; any location	X	X	X	X	X	X	X	X	X		X
Mary Ann Swanson Evanston, IL	1976; secondary; vocational or nonvocational; any location	X	X	X	X	X	X	X	X	X		X
Jan Kaiser Andover, MA	1975; secondary; nonvocational; any location	X	X	X	X	X	X	X	X	X		X
Joyce Caulk Austin, TX	1979; secondary; vocational or nonvocational; region XIII only	X	X	X	X						X	X
Molly Connally Richardson, TX	1979; secondary; vocational or nonvocational; region X only	X	X	X	X						X	X
Jan Keith Kilgore, TX	1979; secondary; vocational or nonvocational; region VII only	X	X	X	X						X	X
Judy Stevens Houston, TX	1979; secondary; vocational or nonvocational; region IV only	X	X	X	X						X	X

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PROJECT: VRP: Reading Power in the Content Areas (Vocational Reading Power)

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

134-S

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES	STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐	NEBRASKA	☐	☐	☐
ALASKA	☐	☐	☐	NEVADA	☐	☐	☐
ARIZONA	☐	☐	☐	NEW HAMPSHIRE	☑	☐	☐
ARKANSAS	☑	☐	☐	NEW JERSEY	☑	☐	☐
CALIFORNIA	☑	☐	☐	NEW MEXICO	☐	☐	☐
COLORADO	☐	☐	☐	NEW YORK	☑	☐	☐
CONNECTICUT	☑	☑	☑	NORTH CAROLINA	☐	☐	☐
DELAWARE	☑	☐	☐	NORTH DAKOTA	☐	☐	☐
DISTRICT OF COLUMBIA	☑	☐	☐	OHIO	☑	☐	☐
FLORIDA	☐	☐	☐	OKLAHOMA	☐	☐	☐
GEORGIA	☑	☐	☐	OREGON	☐	☐	☐
HAWAII	☐	☐	☐	PENNSYLVANIA	☐	☐	☐
IDAHO	☐	☐	☐	RHODE ISLAND	☑	☐	☐
ILLINOIS	☑	☑	☑	SOUTH CAROLINA	☐	☐	☐
INDIANA	☑	☐	☐	SOUTH DAKOTA	☐	☐	☐
IOWA	☐	☐	☐	TENNESSEE	☐	☐	☐
KANSAS	☑	☐	☐	TEXAS	☑	☐	☑
KENTUCKY	☐	☐	☐	UTAH	☐	☐	☐
LOUISIANA	☐	☐	☐	VERMONT	☐	☐	☐
MAINE	☑	☐	☐	VIRGINIA	☐	☐	☐
MARYLAND	☐	☐	☐	WASHINGTON	☑	☐	☐
MASSACHUSETTS	☑	☐	☐	WEST VIRGINIA	☐	☐	☐
MICHIGAN	☑	☑	☐	WISCONSIN	☑	☐	☐
MINNESOTA	☑	☑	☐	WYOMING	☐	☐	☐
MISSISSIPPI	☐	☐	☐	VIRGIN ISLANDS	☐	☐	☐
MISSOURI	☑	☐	☐	PUERTO RICO	☐	☐	☐
MONTANA	☐	☐	☐				

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PROJECT INFORMATION SHEET

Project

WATERLOO FOLLOW THROUGH: Individualized Early Learning Program

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Dorothy Winter	Project Director	25%
Laurel Northey	Instructional leader	50%
Roberta Madland	Training Specialist	100%
John D. Wessels	Training Specialist	100%
Clark Petersen	Communications Media Specialist	100%

Basic Features Adopter Needs To Put Into Operation

A sequential individualized readiness program which includes criterion-referenced testing, prescribing, record keeping, exploratory learning centers, classroom management techniques, and having a teacher aide and teacher available for each classroom.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES (X) 1 HOUR (X) LONGER (SPECIFY) 1-1/2 hours

- Basics of program (rationale)
- Materials involved
- Process of program (how it works)
- Implementation process (time line)
- Costs
- Adopter responsibilities

TRAINING: ( ) 1-2 DAYS ( ) 3-4 DAYS (X) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

- Two days of training to provide adopter with assistance for implementing program
- Two days of training four weeks later for continued implementation
- One day of training four weeks later for continued implementation

EVALUATION:

The D/D recommends three types of evaluation for adopter sites: a critical elements checklist (provided by the D/D) administered by A/A supervisor and a D/D representative six months after initial training, a cross-adopter check of student progress with program objectives, and a comparison of pre/post implementation test scores.

FOLLOW-UP:

The D/D recommends that all adopters attend the spring conclave in Waterloo at the conclusion of their first year of implementation. Two follow-up visits within the second year and one within the third year are provided. Frequent telephone and written contacts are utilized. With the exception of the spring conclave, all follow-up service is provided at no cost to the adopter, unless funds for assistance are available.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☐
TRAINING	☒	☒	☐	☐
EVALUATION	☒	☐	☒	☐
CURRICULUM	☒	☒	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: Carousel slide projector, overhead screen, tape recorder, overhead projector

TRAINING: 3/4-inch cassette videotape machine, TV monitor, slide projector, overhead screen, overhead projector

Adoption Agreement

	YES	NO
SUPPLIED BY D/D	☒	☐
WILLING TO USE SF'S	☐	☐

PARTIES SIGNING

ADOPTER	D/D	SF	FUNDING AGENCY
☒	☒	☐	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
° Attend awareness, participate in initial and follow-up training, secure required materials	X	X	
° Undertake needs assessment, provide appropriate staff, participate in periodic monitoring of implementation process		X	

Adoption Expenses

START-UP COST OR RANGE: $ 500 PER NUMBER OF PERSONS (SPECIFY): Classroom of 25-50

MAINTENANCE COST OR RANGE: $ 100 PER NUMBER OF PERSONS (SPECIFY): Classroom of 25-50

Includes student materials and training and testing manuals. SF contributions for travel and per diem are negotiable.

Contact

Dorothy Winter, Project Director; Follow Through Resource Center Project; Waterloo Community Schools; 1516 Washington St; Waterloo, IA 50702. (319) 233-8461 or (800) 553-1775.

PROJECT: WATERLOO FOLLOW THROUGH: Individualized Early Learning Program

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES	STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐	NEBRASKA	☐	☐	☐
ALASKA	☐	☐	☐	NEVADA	☐	☐	☐
ARIZONA	☑	☐	☐	NEW HAMPSHIRE	☐	☐	☐
ARKANSAS	☐	☐	☐	NEW JERSEY	☐	☐	☐
CALIFORNIA	☑	☐	☐	NEW MEXICO	☐	☐	☐
COLORADO	☐	☐	☐	NEW YORK	☐	☐	☐
CONNECTICUT	☐	☐	☐	NORTH CAROLINA	☐	☐	☐
DELAWARE	☐	☐	☐	NORTH DAKOTA	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐	OHIO	☐	☐	☐
FLORIDA	☐	☐	☐	OKLAHOMA	☐	☐	☐
GEORGIA	☐	☐	☐	OREGON	☐	☐	☐
HAWAII	☐	☐	☐	PENNSYLVANIA	☑	☐	☐
IDAHO	☐	☐	☐	RHODE ISLAND	☐	☐	☐
ILLINOIS	☐	☐	☐	SOUTH CAROLINA	☑	☑	☑
INDIANA	☐	☐	☐	SOUTH DAKOTA	☐	☐	☐
IOWA	☑	☑	☐	TENNESSEE	☐	☐	☐
KANSAS	☐	☐	☐	TEXAS	☐	☐	☐
KENTUCKY	☐	☐	☐	UTAH	☐	☐	☐
LOUISIANA	☐	☐	☐	VERMONT	☐	☐	☐
MAINE	☐	☐	☐	VIRGINIA	☐	☐	☐
MARYLAND	☐	☐	☐	WASHINGTON	☐	☐	☐
MASSACHUSETTS	☐	☐	☐	WEST VIRGINIA	☐	☐	☐
MICHIGAN	☑	☐	☐	WISCONSIN	☐	☐	☐
MINNESOTA	☐	☐	☐	WYOMING	☐	☐	☐
MISSISSIPPI	☐	☐	☐	VIRGIN ISLANDS	☐	☐	☐
MISSOURI	☐	☐	☐	PUERTO RICO	☐	☐	☐
MONTANA	☐	☐	☐				

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PROJECT INFORMATION SHEET

Project

WAUKEGAN FOLLOW THROUGH DEMONSTRATION RESOURCE CENTER

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Harry Bowen	Project Director	25%
Isabelle L. Buckner	Principal	10%
Merle Holzman	Follow Through & Resource Center Coordinator	100%
Gwen Beckwith	Resource Center Staff Trainer	100%
Kitty Shumaker, Mary Jo. Killian	Resource Center Specialists	100% each
Norma Matthews	Follow Through Parent Trainer	10%
Thelma Williams	Follow Through Teacher Aide Trainer	10%
Gail Gossard	Follow Through Evaluation Aide	10%

Basic Features Adopter Needs To Put Into Operation

Pre- and posttesting, small group instruction, individualized instruction, use of the behavior analysis positive reinforcement system, and a teacher and at least one aide working in the classroom are required.

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES ( ) 1 HOUR (X) LONGER (SPECIFY) 1-1/2 hours

An awareness presentation consists of an introduction and overview of the program, usually by the Follow Through Coordinator. A 16mm documentary film is shown. During a presentation at the Developer/Demonstrator site, visitors observe in the Follow Through classrooms, while an off-site presentation provides curriculum description. The method of student targeting for year-end goals is explained, as are parent involvement and funding sources. Often participants in the presentation include the principal, staff trainer, evaluation aide, parent trainer, teacher aide trainer, and Resource Center specialists. The presentation is geared to the adopter's needs -- either reading, math, the positive reinforcement system, or a combination of two or all three components.

TRAINING: ( ) 1-2 DAYS (X) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

The staff trainer and the K-3 training staff are involved in training. Services provided: are a preservice workshop, which introduces behavior analysis philosophy, techniques, and curriculum, and procedures for in-classroom training; and classroom training, which consists of instruction in curriculum, teaching techniques, classroom management, videotape feedback sessions (optional), and evaluation. The length of training required depends upon the components adopted or adapted. The space required depends on the number of participants.

EVALUATION:

Student gains, teacher attitude, and teaching effectiveness are measured. The evaluation instruments used include: classroom observation data form which provides a periodic assessment of the adopter's teaching staff provided by D/D, weekly individual progress reports, which contain computerized information on each student for use by the teacher in setting goals, achievement test data (Wide Range Achievement pre and post test), which are used to determine the effectiveness of the program (provided by D/D if needed); site visit reports, which provide periodic assessment of adopting site; and an annual consumer evaluation questionnaire which is used by the sponsor to evaluate the degree of teacher and parent satisfaction with the program.

FOLLOW-UP:

Follow-up training is provided the first year without cost to the adopter. Costs of any subsequent follow-up will be shared.

Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☐
TRAINING	☒	☐	☒	☐
EVALUATION	☒	☐	☒	☐
CURRICULUM	☒	☐	☐	☒

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: 16mm autoload projector and overhead projector

TRAINING: 16mm autoload projector, overhead projector, 3/4" Umatic cassette player and monitor

Adoption Agreement

	YES	NO
SUPPLIED BY D/D	☒	☐
WILLING TO USE SF'S	☒ with D/D input	☐

PARTIES SIGNING

ADOPTER	D/D	SF	FUNDING AGENCY
☒	☒	☒*	☒*

*when necessary

Activities Adopter Should Undertake To Implement Program

	PARTICIPANTS		
ACTIVITY	TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Attend awareness sessions	X	X	Parents
• Conduct preservice and in-classroom training	X		Principal*
• Conduct follow-up training and evaluation	X		Principal*
• Adminster pre- and posttest			Testers (designated)
• Conduct needs assessment	X		Principal*
• Secure required materials	X		Principal*

* or whoever will supervise the adoption

Adoption Expenses

START-UP COST OR RANGE: $ 500-$800 PER NUMBER OF PERSONS (SPECIFY): 25 students per classroom

MAINTENANCE COST OR RANGE: $ 400-$750 PER NUMBER OF PERSONS (SPECIFY): 25 students per classroom

The above figures are for grades K-3 and includes cost of reading and math curriculum, tokens, token aprons, and tests, but not personnel costs. Personnel costs depend on the number of staff members required by the adopter; some districts would have one aide per classroom while others may secure funding for two or three aides. At least one aide per classroom is required. D/D assuumes cost of awareness, training, and evaluation materials.

Contact

Harry Bowen, Follow Through Director; Waukegan Public Schools; 1201 N. Sheridan Rd.; Waukegan, IL 60085.
(312) 336-3100, ext. 418, 419.

PROJECT: WAUKEGAN FOLLOW THROUGH DEMONSTRATION RESOURCE CENTER

136-S

ADOPTION, DEMONSTRATION, AND TURN-KEY SITES

STATES	ADOPTION SITES	DEMONSTRATION SITES	TURNKEY SITES
ALABAMA	☐	☐	☐
ALASKA	☐	☐	☐
ARIZONA	☐	☐	☐
ARKANSAS	☐	☐	☐
CALIFORNIA	☐	☐	☐
COLORADO	☐	☐	☐
CONNECTICUT	☐	☐	☐
DELAWARE	☐	☐	☐
DISTRICT OF COLUMBIA	☐	☐	☐
FLORIDA	☐	☐	☐
GEORGIA	☐	☐	☐
HAWAII	☐	☐	☐
IDAHO	☐	☐	☐
ILLINOIS	☑	☐	☐
INDIANA	☐	☐	☐
IOWA	☐	☐	☐
KANSAS	☐	☐	☐
KENTUCKY	☐	☐	☐
LOUISIANA	☐	☐	☐
MAINE	☑	☐	☐
MARYLAND	☐	☐	☐
MASSACHUSETTS	☐	☐	☐
MICHIGAN	☐	☐	☐
MINNESOTA	☐	☐	☐
MISSISSIPPI	☐	☐	☐
MISSOURI	☐	☐	☐
MONTANA	☐	☐	☐
NEBRASKA	☐	☐	☐
NEVADA	☐	☐	☐
NEW HAMPSHIRE	☐	☐	☐
NEW JERSEY	☐	☐	☐
NEW MEXICO	☐	☐	☐
NEW YORK	☐	☐	☐
NORTH CAROLINA	☐	☐	☐
NORTH DAKOTA	☐	☐	☐
OHIO	☐	☐	☐
OKLAHOMA	☐	☐	☐
OREGON	☐	☐	☐
PENNSYLVANIA	☐	☐	☐
RHODE ISLAND	☐	☐	☐
SOUTH CAROLINA	☐	☐	☐
SOUTH DAKOTA	☐	☐	☐
TENNESSEE	☐	☐	☐
TEXAS	☑	☐	☐
UTAH	☐	☐	☐
VERMONT	☐	☐	☐
VIRGINIA	☐	☐	☐
WASHINGTON	☐	☐	☐
WEST VIRGINIA	☐	☐	☐
WISCONSIN	☑	☐	☐
WYOMING	☐	☐	☐
VIRGIN ISLANDS	☐	☐	☐
PUERTO RICO	☐	☐	☐

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PROJECT INFORMATION SHEET

Project

THE WEEKSVILLE SCHOOL/BANK STREET COLLEGE FOLLOW THROUGH PROGRAM

Project Staff

NAME	TITLE/RESPONSIBILITIES	% TIME ON D/D PROJECT
Marguerite Thompson	Facilitator	100%
Shirley Auerbach	Demonstration/Training Specialist	100%
Barbara Atmore	Educational Associate	100%
Elmen Meggs	Senior Neighborhood Parent Coordinator	100%
June Douglas	Project Director	100%

Basic Features Adopter Needs To Put Into Operation

- Teacher and teacher aide (or trained volunteer) in classroom
- Large/small-group and individualized instruction
- Use of language experience approach (plus school district expectations of basals)
- Emphasis on social studies as integrating curriculum and the community as a classroom
- Development of parent program so that parents will support children's learning
- Staff development (to support implementation) by adopter site designee

Services/Resources

AWARENESS: ( ) 1/2 HOUR ( ) 45 MINUTES ( ) 1 HOUR (X) LONGER (SPECIFY) 2 to 2-1/2 hours

The awareness presentation includes a lecture, slide presentation, and audience participaation in hands-on experiences. A question and answer discussion period is also included. The theme selected for hands-on reflects the nature and interests of the particular locale. The presentation can be shortened if necessary.

TRAINING: ( ) 1-2 DAYS (X) 3-4 DAYS ( ) 5-6 DAYS ( ) LONGER (SPECIFY)

(X) D/D CAN TRAVEL TO ADOPTER SITE ( ) ADOPTER MUST TRAVEL TO D/D SITE

The three-day initial training involves teaching and other school staff (principal, reading coordinator) connected with implementation. Training takes place at either the D/D or adopter site in the library or other suitable room and covers topics ranging from program rationale, creating learning environments, developing individualized and integrated curricula, and uses of child assessment and diagnostic tools to working toward parent participation in children's learning. Schedules for ongoing training, which covers more specific and complex aspects of the program, are determined by the adopter site and Resource Center. Training continues throughout the academic year, and, depending on the site, the D/D trainer stays on-site for classroom observations, demonstrations, and teacher conferences (individual and/or grade). It is strongly recommended that the adopter visit the D/D site.

EVALUATION:

Initially, evaluation focuses on teacher attitude change measured in part by D/D's Implementation Checklist and teacher interviews. After first year of training the focus is on pupil evaluation. Student achievement, attendance and attitude are measured using methods jointly determined by the D/D and adopter.

FOLLOW-UP:

Follow-up consists of telephone and mail communication, plus visits twice a year to adopter site.

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Services/Resources

MATERIALS:

	REQUIRED FOR ADOPTION	D/D PROVIDES AT COST	D/D PROVIDES AT NO COST	AVAILABLE FROM DISTRIBUTOR
AWARENESS	☒	☐	☒	☐
TRAINING	☒	☐	☒	☐
EVALUATION	☒	☐	☒	☐
CURRICULUM	☒	☒	☐	☐

Supplies/Equipment Needed In Order To Put On An Effective Awareness Or Training Session

AWARENESS: SF provides Kodak slide carousel and slide tray, screen, tape recorder, and extension cord.

TRAINING: Adopter provides filmstrip projector and screen, slide carousel and tray, tape recorder, and occasional use of duplicating equipment. Two "Guides for Teaching," published by the Resource Center, must be purchased.

Adoption Agreement

	YES	NO	PARTIES SIGNING: ADOPTER	D/D	SF	FUNDING AGENCY
SUPPLIED BY D/D	☒	☐				
WILLING TO USE SF'S	☐	☐	☒	☒	☐	☐

Activities Adopter Should Undertake To Implement Program

ACTIVITY	PARTICIPANTS: TEACHER	ADMINISTRATOR	OTHER (SPECIFY)
• Attend awareness	X	X	Parents
• Undertake needs assessment		X	
• Participate in all aspects of training	X	X	Aides or Paraprofessionals
• Complete implementation checklist	X		
• Acquire necessary materials		X	
• Participate in aspects of evaluation	X	X	Parents

Adoption Expenses

START-UP COST OR RANGE: $ 14 PER NUMBER OF PERSONS (SPECIFY): per teacher

MAINTENANCE COST OR RANGE: $ PER NUMBER OF PERSONS (SPECIFY):

Costs vary according to materials such as paint, blocks, and trade books that adopter already has. Adopter provides money for substitute days for teachers to attend workshops and/or travel to D/D site. Adopter purchases diagnostic tests for children if desired.

Contact

June Douglas; Follow Through Program; P.S. 243; 1580 Dean St.; Brooklyn, NY 11213. (212) 773-2850 or -2880.

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MARYLAND	☐	☐	☐	WASHINGTON	☐	☐	☐
MASSACHUSETTS	☐	☐	☐	WEST VIRGINIA	☐	☐	☐
MICHIGAN	☐	☐	☐	WISCONSIN	☐	☐	☐
MINNESOTA	☐	☐	☐	WYOMING	☐	☐	☐
MISSISSIPPI	☐	☐	☐	VIRGIN ISLANDS	☐	☐	☐
MISSOURI	☐	☐	☐	PUERTO RICO	☐	☐	☐
MONTANA	☐	☐	☐				

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PROJECT: THE WEEKSVILLE SCHOOL/BANK STREET COLLEGE FOLLOW THROUGH PROGRAM

137-S